

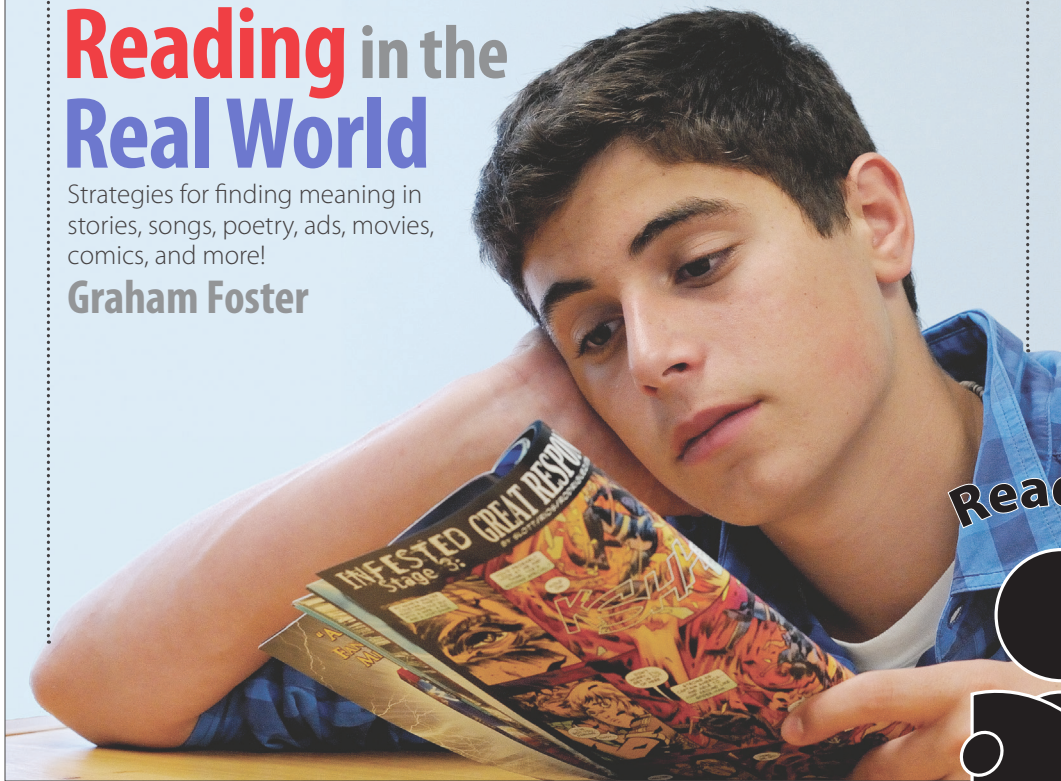
Weekly Title

Pembroke's Friday Freebie

Reading in the **Real World**

Strategies for finding meaning in stories, songs, poetry, ads, movies, comics, and more!

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Reading



Pembroke Publishers

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A Community of Readers

Your teachers have probably told you that the more you read, the better reader you will become. Good readers read because they want to—their independent reading is enjoyable and important to them. People read because it’s fun, and becoming a more proficient reader is a bonus!

You can improve your reading by sharing your responses to reading and talking about your favorite books. This strategy is consistent with the inclusive sense of meaning presented earlier in this book in that you can include emotional responses and personal connections in your comments about a book’s themes or ideas.

Remember that readers enjoy books at least as much for the emotional meanings and personal connections they contain as for the themes they suggest.

While talking about your own reading can empower you as a reader, even better is sharing with other people. Seek opportunities to discuss with others how they respond to text, as well as to listen to what they say about their favorite reading. Ideally, you will have the opportunity for such sharing in school. If you do, you will motivate classmates to read texts that you recommend just as you will enjoy texts recommended by classmates.

I Am a Reader!

READING PROFILE

Reading profiles represent a productive strategy for thinking about yourself as a reader. A reading profile will help you communicate your reading preferences to teachers and librarians in your ongoing search for books that you enjoy. In addition, it will help to focus your thinking for class and small-group discussions about reading for enjoyment.

My Reading Profile

Name: Fred Inge Date: June 3

My favorite book is *Dragon’s Milk* because *I love books about dragons and there is a lot of exciting action.*

When I describe myself as a reader, I use phrases such as *I like fantasy books and books I can’t put down.*

I like to read books that are *exciting and full of action.*

I’ve noticed the following changes in my reading preferences: *I’m thinking about reading other adventure books besides fantasies.*

Use My Reading Profile on page 27 to think about your own reading preferences.

READING LISTS

Listing and showing favorite titles is another way to understand yourself as a reader, to think about your favorite reading, and to share your reading preferences.

As part of a poetry unit, students read poems from poetry anthologies and websites. Each student prepared a list of Top 5 poems. In small-group sharing, students shared their Top 5 lists and offered brief explanations about their picks.

See page 28 for a My Top 5 list template. Top 5 lists can be prepared for favorite stories, blogs, or other text forms.

READING GOALS AND TARGETS

While personal reading for enjoyment is key, setting personal goals improves your reading as you enjoy different, possibly more challenging, texts.

Two or three times throughout the year, write a goals statement to place in your reading folder. You might include goals for

- the amount of reading that you do
- texts you would like to read
- your reading rate or speed
- additional ways you would like to respond to your reading
- strategies you would like to use more often

Your reading folder might also contain an Independent Reading Record (see page 29) for each book you read. This record is especially valuable if you want to improve your reading rate or speed. Set a time frame for each reading period, perhaps 15 or 20 minutes. Record the date; note the page on which you started reading and the page where you stopped reading to calculate the number of pages you read. At the end of each reading period, add a brief comment, summary, or prediction about what you have read.

Independent Reading Record

Name: Kim Tan

Title of Text: Tom Sawyer

Date	Start Page	Finish Page	Pages Read	Comment
Oct. 5	15 (top)	20 (middle)	4 ½	The part about Tom giving medicine to the cat is funny. I wonder if this could happen in real life.

Sharing Your Responses

The next few pages present assignments that challenge you to identify and interpret your favorite texts. Instead of boring book reports, these assignments invite you to emphasize emotional meaning and personal connections, as well as themes, as you share your responses with classmates. In many classes, written responses to text are displayed and discussed.

1. Comment on your favorite reading memories. You will find that discussing or writing about one or more of following topics will motivate you to read and to understand yourself as a reader. As you comment on items such as those on the following list, mention the emotional meanings, personal connections, and themes suggested in your favorite text:

- My favorite children's book
- My favorite book about an inspirational person
- A book I couldn't stop reading
- My favorite poetry book
- My favorite graphic novel
- My favorite picture book
- My favorite adventure book
- A book that made me believe in myself
- A book that inspired me to travel
- A book that surprised me
- A book that helped me explain a personal interest

2. Complete a reading log for a book that you have read. Include comments on some of the following topics:

- Would you read another book by this author?
- What part of the book did you enjoy the most?
- What part of the book surprised you the most?
- What did the book prompt you to think about or consider?
- What other books are like this one?
- What questions did the book help you consider?

3. For informational texts, respond to questions like these:

- Why are you interested in the topic?
- What questions did the text help you answer?
- What interesting answers did the text provide?
- What related questions do you still wonder about?

4. For narratives, consider the central conflict:

- What conflict or conflicts does the character deal with?
- What choices does the character make to deal with the conflict or conflicts?
- What were the consequences of the character's choices to deal with conflict or conflicts?
- Do you think that the character made effective choices to deal with the conflict? Why or why not?

You might respond to these questions by pretending to be the character and writing a diary entry about the conflict.

5. Consider writing a eulogy for a major character in a favorite narrative. A eulogy is a tribute, usually presented at funerals or memorial services. Read examples of eulogies online to become familiar with the form. You might pretend to be another character in the narrative as you include the following information:

- Your relationship to the character
- Interesting anecdotes, key events, and achievements of the character
- Special qualities of the character
- How the character influenced you and others.

6. If you enjoy creating or collecting artistic representations:

- Draw, collect, or print two or three pictures to represent key episodes from your book.
- Label the images to indicate the episode.
- Add a brief explanation about how each image illustrates a key feature of the book and how it conveys important emotional meaning.

7. With a classmate who has read the same book you have read, present a talk-show interview. Begin by watching an interview to note how long these interviews usually are. Pay attention to how interviewers pose probing questions that invite the subject to explain reasons for choices and beliefs.

- Decide who will be the interviewer and who will be the subject as you present the interview to classmates.
- Focus on three or four key questions.
- Prepare the subject's answers to these questions.
- Include enough explanation for classmates who have not read the book.
- Discuss with your partner if your interview will lead your audience to sympathize with the character or judge the character's actions.
- Try to intrigue your audience enough to inspire others to read the book.

It is a good idea to keep a record of your reading responses in a folder or binder section. It might indicate if your reading preferences have changed throughout the school year.

My Reading Profile

Name: _____ Date: _____

My favorite book is _____

because _____

When I describe myself as a reader, I use phrases such as

I like to read books that are _____

I've noticed the following changes in my reading preferences:

My Top 5

Name: _____

My Favorite _____

Title	Writer	Why I Like It

Independent Reading Record

Name: _____ Date: _____

Title of Text: _____

Date	Start Page	Finish Page	Pages Read	Comment