

Ways Good Readers Respond to a Text

- Make Connections
- Ask Questions
- Make Predictions
- Make inferences using Evidence
- State Opinions
- Analyze the way the author writes
- Reflect on the Content
- Reflect on the Reading Process

When reading, remember to:



Make an Inference



Writers often give you hints or clues that help you "read between the lines." These clues give you a deeper understanding. When you *infer*, you go beyond the surface details to see other meanings that the details suggest or *imply* (not stated). When the meanings of words are not stated clearly in the context of the text, they may be *implied* - that is, suggested or hinted at. When meanings are implied, you may *infer* them.

Evaluate and Judge



What is the author's thematic purpose? What ideas does the writer present that you agree with? Disagree with? How relevant are these ideas to you? What previous ideas of yours has this work changed or amplified?

The Levels of a Literary Text:

Moving from the PLOT to the THEMATIC

PLOT LEVEL

Things that can be answered with the question “What?”

Things that concern events and setting and character descriptions.

Things character does

Plot-level outcome of character’s actions

Other characters’ reactions to events/other characters

Setting details

Figurative Level

Things that can be answered with the question “Why?” or “How?”

Things that consider characters in the narrative as both dynamic people and also the result of artistic choices:

- ✓ People with goals, passions, ambitions, fears and desires.
- ✓ When we INFER things about the “hidden” life of a character and what motivates him/her
- ✓ When we consider literary devices and techniques that an author uses to connect certain emotions or ideas with a character, place, or event.

And the last and most sophisticated Level:

THEMATIC Level

when we can make thematic evaluations and statements.

when we say that such and such a character/ represents a CONCEPT or an IDEA by his very construction; these take on a greater significance, and become a commentary on a deeper message, or overall point the author is conveying.

When we consider overarching ideas or universal themes that the author has asked us to consider

Good readers pay attention to their thoughts while they're reading

- While reading ,if we pay attention to
 - questions we have
 - things we find strange or confusing
 - things we connect with
 - things we like

we will be able to understand the story and better understand how and why we get confused




Because **annotating** slows your reading down, you will discover and uncover ideas you would not have discovered otherwise.

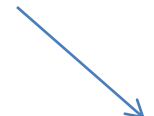
However, the time it takes to read a piece once and annotate is less than the time it takes to reread several times.

What does “annotate” mean?

Annotation is a method of writing down your ideas of a text:



To trace your reading
(setting purpose,
asking questions,
connecting,
summarizing,
inferring)

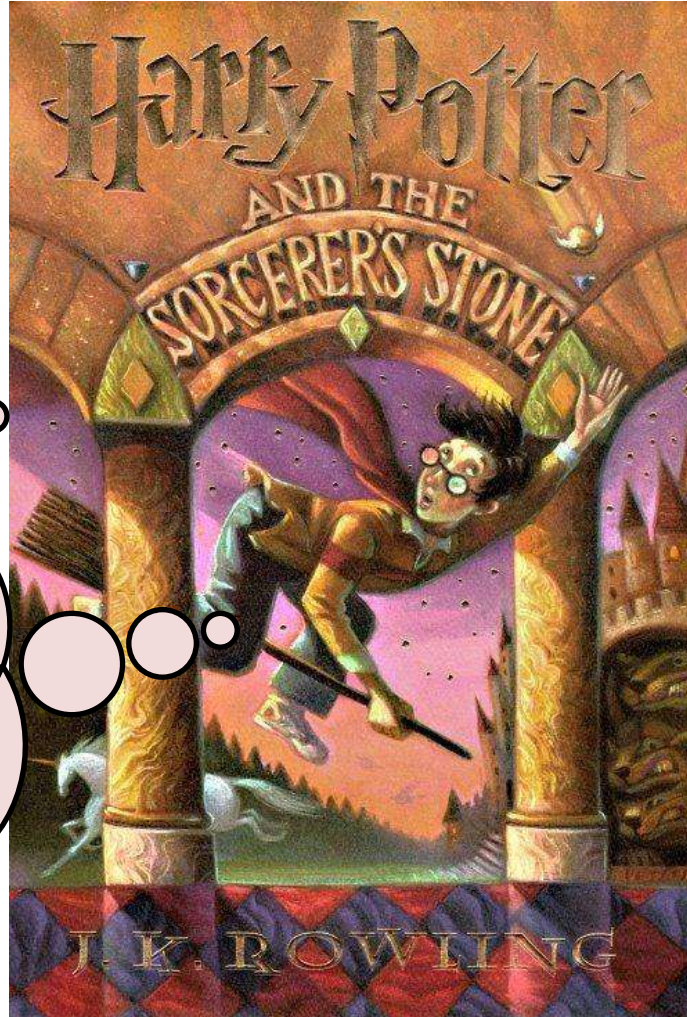


To develop your
understanding of
literary analysis
(plot, figurative,
thematic)

A reader tracing her reading while reading *Harry Potter and the Sorcerer's Stone*

I predict that Harry Potter will catch the snitch and win the Quidditch game for Gryffindor

I infer that Professor Snape doesn't have many friends because he never sits with the other teachers in the Great Hall during dinner

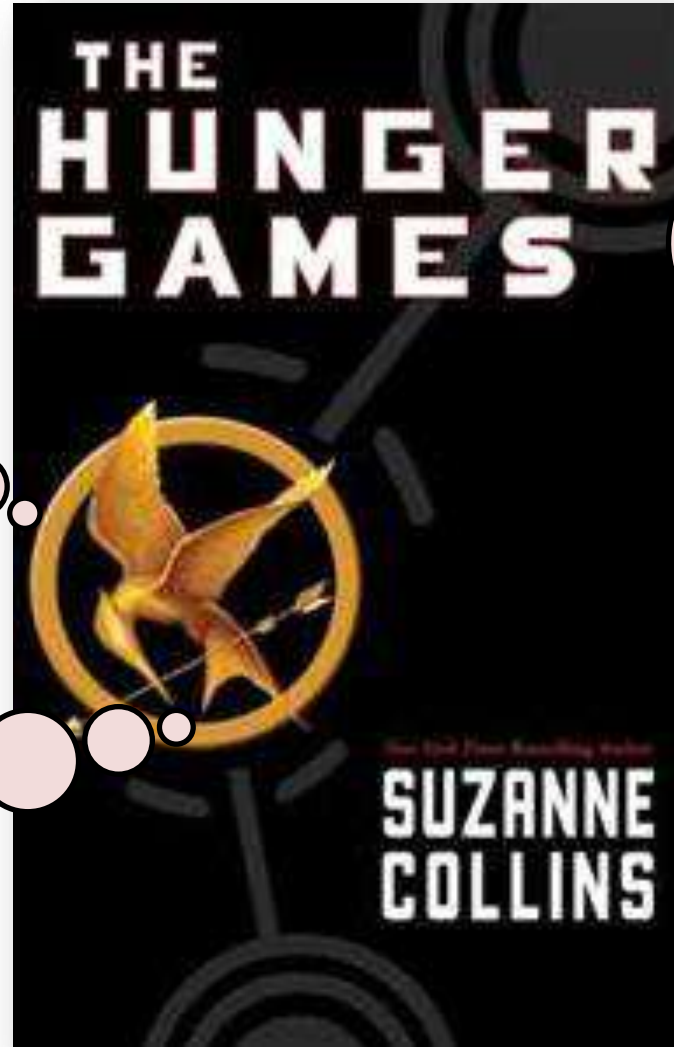


I wonder if Ron has a crush on Hermione. Does Hermione like him back?

A reader performing literary analysis while reading *The Hunger Games*

What does Katniss do every day?
Defies the government by crawling under the District 12 fence and hunting in the woods.

Why does Katniss hunt?
To keep her family from starving because she loves them & will risk death for them. This shows that she is strong and passionate in regards to her family.



Through her actions, Katniss represents strength, determination, and hope.

Good annotations will have a
balance of written ideas of

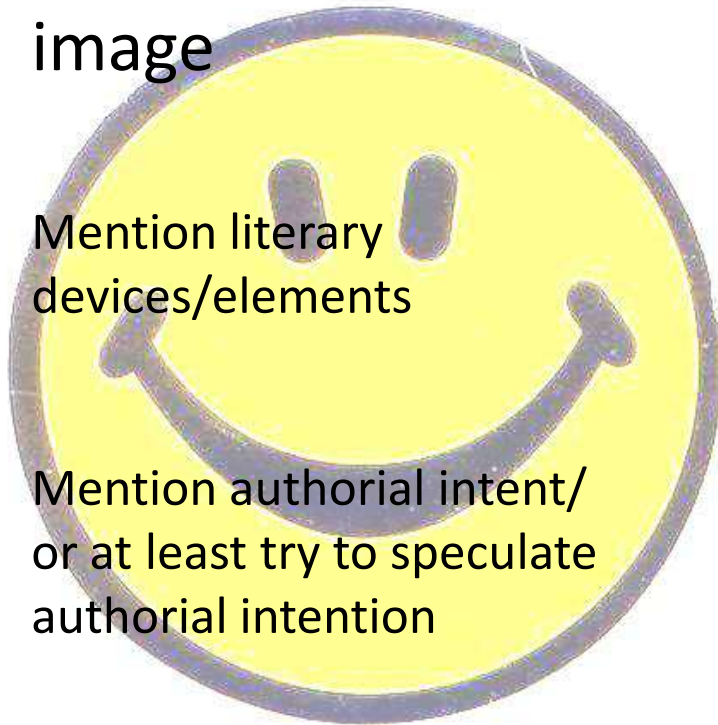
Your own thoughts, connections
and ideas

With

Your understanding of the author's
ideas and intentions

Do

Comment on a specific image



Mention literary devices/elements

Mention authorial intent/
or at least try to speculate
authorial intention

Don't

Make a general comment about an entire line or whole quotation

Just discuss “words” or “images”

Just mention your own opinion about the text

When Annotating Text

Before Reading

- Examine the front and back covers (books)
- Read the title and subtitles
- Examine the illustrations
- Examine the print (bold, italics, etc)
- Examine the way the text is set up (book, short story, diary, dialogue, article, etc)

During Reading


Make Note of:


- Characters
- When (setting)
- Where (setting)
- Unfamiliar Words
- Important Information
- Summarize
- Make predictions
- Formulate opinions
- Make connections
- Ask questions
- Analyze the way the author writes
- Write reflections/reactions/comments
- Look for patterns/repetitions


After Reading


- Reread annotations—draw conclusions
- Reread introduction and conclusion—try to figure out something new
- Examine patterns/repetitions—determine possible meanings
- Determine what the title might mean


Use these symbols to annotate:


 Use a star if something you read seems **interesting**.


 Use one question mark if something you read raises a **question** in your mind.


 Use two question marks if something you read seems **confusing**.

 Use a plus sign when you have a connection to something you're reading.

 Use a spiral when you think of a **prediction** to make about what you're reading.

 Use a check mark when what you're reading **confirms the prediction** you made.

 Use an X when what you're reading **contradicts the prediction** you made.

 use an exclamation point when what you're reading seems **important**.
(Hint: information you might need later.)

Build vocabulary by boxing all words that:

Get repeated
Seem important or
Are unknown.

TTT = Text to text

TTW = Text to world

TTS = Text to Self

O = Character

□ = Setting

P = Plot

F = Figurative

T = Thematic

Question: How do I annotate if I can't write in the book?
Answer: Use Cornell Notes!

The Hunger
Games
Ch. 1

conciliatory = to diffuse anger??

- + TTW: the description of the district 12 fence sounds like the type of wire that is used around a prison
- + TTW: The Hub is a black market
- ★ The fence isn't always electrified. Maybe the Capitol isn't as powerful as it seems?
- + TTS: Not sure if I would be brave enough to crawl under the fence & risk the electricity being turned on when I got back to it.