

Reading Response Prompts

Choose a new prompt from any of these categories each week for the entire marking period. Be sure to use a prompt from each category at least once per marking period. Cross off the prompts you use as you go. We will start fresh each marking period. Always use the R.A.C.E. formula. Be specific by including quotations and descriptions in your explanations. This assignment is due each Monday. Make it count by giving your best effort!

Questions about Characters:

1. What did you think of the main character when he or she was first introduced in the story? Explain by describing their character traits and evidence from the text.
2. Is the main character's personality anything like yours? Explain by comparing/contrasting his/her character traits with your character traits. Site evidence too!
3. If you had to work on a school project with one character in the book, whom would you choose? Explain using character traits, evidence from the text, and observations from our classroom.
4. How would this story be different if the main characters were all adults? Explain using your background knowledge and evidence from the text.
5. If you could eliminate one character from the story, who would it be? Explain why you would remove this character and tell how this change would affect the story. Be specific.
6. Do adults play an important role in this story? Are they positive role models for the children in this book? Explain using your background knowledge and evidence from the text.
7. How would this story be different if the main character was a boy / girl? Explain using evidence from the text.
8. If you were the main character, how would you solve the problem in the story? Explain how this would change things for the better. Include text evidence.
9. Do you think the main character would do well in our class? Would he or she have many friends? Use evidence from the story to support your answer.
10. If you could offer advice to any character, whom would you choose and why? What advice would you give them? At what point in the story would you offer the advice?
11. Choose a character you admire. What character traits do you admire about them and why? Use evidence from the text.

12. Compare/contrast the main character's life to your life. Explain using examples from each.

Questions about the Setting:

13. Does the setting of the story remind you of anywhere you have been? Why? Compare the scenes using your senses and evidence from the text.
14. If you could change the setting of the story, what changes would you make? Explain by using your senses to describe how this would make the story more interesting.
15. Draw a scene from the story according to your imagination. Attach it to the response page along with at least three quotes from the book which helped you to imagine and create the scene.
16. If your book is historical fiction, describe how the descriptions help you to better understand that time period? Explain using your background knowledge and evidence from the text.

Questions about the Author's Craft:

17. Did the author do a good job of drawing you into the story? Could he or she have done anything to make the beginning of the book more interesting? Explain your answer and cite evidence from the text.
18. Do you think the author's writing style makes the story more interesting? Give specific examples of the author's writer's craft to support your answer.
19. Does the author do a good job of capturing how children/teenagers/adults really act? Explain using evidence from the text.
20. If your book is non-fiction, describe how the layout of the text and text features help you comprehend what you're reading. Make suggestions if you think the layout could be better understood another way.

Questions about the Main Idea/Problem/Solution/Author's Message:

21. Do you think the title of the book fits the story so far? Explain why or why not. If you don't think it fits, think of another title for the book and explain why your title would be better.
22. Compare the problem in the story to a problem that you have experienced. Be sure to explain each similarity / difference.
23. Does this story teach any important lessons? Do you think the message will have an impact on other kids your age? Explain using evidence from the text.
24. If you were the main character of the book, what would you do differently? Connect your ideas to the character's choices. How would this change the story?

25. If you could add one character from another book to this story, who would it be? Explain why you would add this character and tell how this change would affect the story.

26. If you are done reading your book, was there a good solution to the biggest problem in the book? Explain using evidence from the text.

Questions that Connect to Other Audiences:

27. If you could send this book anonymously to anyone, whom would you send it to? Why? If possible, use a quote from the text that made you think of this person.

28. Do you think an adult would approve of this book? Why or why not? Use examples from the text and from real life to make your case.

29. Would you recommend this book to a fifteen-year-old? Explain why or why not. Include evidence from the text.

30. If your book is non-fiction, who else do you know who might also be interested in this topic. Explain your reasoning by connecting it to evidence from the text.

Questions about Genre:

31. Is this story realistic? Support your answer with specific examples from the story. If it isn't realistic, what genre is it?

32. Were there any ridiculous parts of this book? Explain using examples from the text. What genre is this book?

33. What type of reading experience does this book provide? How do you feel while you're reading it? Explain using examples from the text.

34. Do you wish this book was true (nonfiction) rather than fiction? Why? Explain your thoughts using evidence from the text.

35. If your book is non-fiction, what interests you most about the topic you're reading. Use examples from the text to explain your thinking.

New Assessment Scale Codes:

Exceeding Standards (E)	Meeting Standards (M)	Approaching Standards (A)	Limited Progress toward Standards (LP)
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***See reading and writing standards and rubrics on the Central Bucks website as they become available.**