

Reading Response Journal Format and Example

FORMAT:

Date	Book Title (underlined) Question Answer Question	Pg. #
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EXAMPLE

08/30/13	Lord of the Rings After reading I wonder.... I finished <u>Lord of the Rings</u> , and I wonder why Tolkien chose to end it with Frodo travelling to the Grey Havens. I am curious if this was to stop rumors of future books by truly finalizing an ending in which no return could happen. Throughout the book Frodo's goal is to save Middle Earth and eventually return to The Shire, but ultimately this is not what happens for him. He returns to The Shire, but he is changed dramatically, and seemingly can never be whole or completely happy again. He is withdrawn and cannot regain his previous provincial life. In this ultimate good versus evil novel, why would the author knowingly choose to have his protagonist not re-gain his previous life? What commentary does this state about our lives when we experience hardships?	Pg. 1178
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Culminating Reader Response Journal Examples

**Carol Ann Tomlinson, Cindy A.
Strickland**



Culminating Reader Response Journal Examples:

Reader Response in Secondary and College Classrooms Nicholas J. Karolides, 2013-04-15 This text based on Louise M Rosenblatt's transactional model of literature focuses on the application of transactional reader response theory in the classroom. It grows from frequent requests from secondary school and college teachers for teaching suggestions on how to put theory into practice. This is not a "What should I do on Monday" cookbook but an expression of the practice of theory in college and secondary school classrooms. The chapters portray a spectrum of strategies including biopoems, expressive and imaginative writing, journal writing, readers theater, role playing, and unsent letters, using as examples individual works from several genres. Recognizing that teachers who may have been trained in other theories and methodologies may be hesitant about their quite different role and expectations in the reader-centered classroom, the authors provide stepping stones to develop readiness and confidence, suggestions and insights to ease the transition to the transactional model of teaching and learning. Pedagogical features: An explanatory introduction to each section defines its orientation and describes the content and direction of the chapters it contains. Invitations elicit engagement of readers with concepts, attitudes, or strategies presented in the chapters; they invite readers as individuals or members of a small group to consider ideas or to practice a strategy among other activities in order to enhance understandings. A glossary defines key concepts and strategies discussed in the text. A bibliography provides an extensive list of resources, books, and journal articles, both theoretical and applied. New in the second edition: Six new chapters, three deal with the roles of film as literature in the English classroom and three with enhancing multicultural understandings. Updates and revisions to several chapters that appeared in the first edition. Invitations new in this edition have been added to focus and expand readers' thinking. *A Guide for Using the Watsons Go to Birmingham - 1963 in the Classroom* Debra Housel, 2002-02 Pages perforated for removal and reproduction. **Reader Response in the Classroom** Nicholas J. Karolides, 1992 From the Back Cover: Reader Response in the Classroom: Evoking and Interpreting Meaning in Literature explains and demonstrates how teachers can use a reader response approach to teaching literature. Strategies for implementing reader response pedagogy in the classroom are illustrated through essays that focus on the teaching of specific literary works. Many of the essays include classroom transcripts of the reader response method in action. This edited volume is arranged in four sections: Section 1: The Transactional Theory of Literature explains the theory of reader response, its significant features, and applications. Section 2: Initiating Readers' Responses and Section 3: Developing Readers' Responses focus on classroom processes for facilitating readers' responses. Section 4: Exploring Differences: Gender, Race, Culture addresses how different readers respond to texts. [A Guide for Using My Side of the Mountain in the Classroom](#) Debra Housel, 2001 Scholastic Book Guides: Time-Saving Tools for Reading Success. Teaching with trade books is effective and manageable with Scholastic Book Guides; each guide has everything teachers need to build important skills for successful instruction in reading. Guides include Book summary and author information to build

background and prior knowledge Vocabulary builders to help your students learn important word meanings for better comprehension Discussion questions to deepen understanding and build and check comprehension Reproducible graphic organizers and writing activities to extend the meaning of the text Effective management ideas for whole class small group and independent instruction For use with Grades 6-9 *A Guide for Using Dragonwings in the Classroom* Mari Lu Robbins,1993 **A Guide for Using I Heard the Owl Call My Name in the Classroom** Mari Lu Robbins,1994-03 Teaching literature unit based on the popular children s story I heard the owl call my name **A Guide for Using the Red Pony in the Classroom** Mari Lu Robbins,1994 **A Guide for Using A Christmas Carol in the Classroom** Judith DeLeo Augustine,1993-10 Includes sample lesson plans pre and post reading activities a biographical sketch of the author book summary vocabulary list and suggested vocabulary activities book report ideas research ideas a culminating activity options for unit tests bibliography and answer key **Readers and Writers in the Middle Grades** Martha Combs,2003 The second edition of this popular book for grades 4-8 again reflects the author s emphasis on teaching reading and writing from a literature based perspective and engaging middle grades learners in integrated literacy experiences Coverage has been revised to meet the growing need to address early adolescents who still struggle with becoming proficient readers and writers Taking a holistic interdisciplinary approach to literacy development Combs deftly balances ideas for using authentic children s literature with techniques for making the most of the basal approach providing a rich mix of classroom tested models and examples that will serve future teachers well in their first classrooms and every classroom thereafter For future and practice elementary school reading teachers *Developing Competent Readers and Writers in the Middle Grades* Martha Combs,1997 Grade level 4-5-6-7-8-9 p e i s t **Middle School Journal** ,2005 **Reading the Visual** Frank Serafini,2014 Reading the Visual is an essential introduction that focuses on what teachers should know about multimodal literacy and how to teach it This engaging book provides theoretical curricular and pedagogical frameworks for teaching a wide range of visual and multimodal texts including historical fiction picture books advertisements websites comics graphic novels news reports and film Each unit of study presented contains suggestions for selecting cornerstone texts and visual images and launching the unit as well as lesson plans text sets and analysis guides These units are designed to be readily adapted to fit the needs of a variety of settings and grade levels **The ... Yearbook of the National Reading Conference** National Reading Conference (U.S.). Meeting,1994 **A Celebration of Literature and Response** Marjorie R. Hancock,2004 Reinforced by teachers experiences in actual classrooms this book provides a wealth of ideas for projects readings and response based activities that will engage all learners in the joy of reading and responding to literature It blends an appreciation of children s books across all genres with an emphasis on meaningful instructional strategies for literacy programs Coverage of multicultural international literature helps illustrate the universality of themes in children s literature providing a basis for establishing a library of literature that expresses the totality of children s experiences and

speaks to children from all cultures and backgrounds Coverage is based on Louise Rosenblatt s transactional theory of reader response and organized around five main celebrations that the author uses as a framework for uniting the findings of reader response theory with quality children s literature and exemplary reflective literature based practice Includes expanded coverage on multicultural international literature including numerous examples of children s literature written and published in other countries Includes extensive coverage of reader responses to literature oral and written responses as well as those made through the visual arts For teachers of Children s Literature Introduces future teaches to the full range of children s responses to literature encourages the use of a variety of strategies to elicit authentic heartfelt meaningful responses from pupils An appendix on children s literature awards Highlights exemplary children s literature across all genres focuses students attention on established standards and offers guidance for choosing literature that meets such standards

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Reading and Writing Sourcebook Robert A. Pavlik, Richard G. Ramsey, 2000 Program designed for struggling readers and provides direct reading and writing instruction using high interest literature **A Guide for Using Dicey's Song in the Classroom** Mari Lu Robbins, 1993 A literature unit for use with Dicey's Song featuring sample lesson plans pre and post reading activities a biographical sketch of the author a book summary vocabulary lists chapter study guides with quizzes and projects book report and research ideas and options for unit tests *Journal of Developmental Education*, 2000 [English Journal](#), 2000 **Literacy for the New Millennium: Childhood literacy** Barbara J. Guzzetti, 2007 Living in an age of communication literacy is an extremely integral part of our society We are impacted by literature during our infancy childhood adolescence and adulthood This work includes information from specialists in the field who discuss the influence of popular culture media and technology on literacy Together they offer a comprehensive outline of the study and practice of literacy in the United States The first volume Early Literacy covers infancy and early childhood Topics such as oral language development phonics beginning writing storytelling and drama and instruction for second language learners and special needs children are all addressed Volume two Childhood Literacy includes information on popular approaches to reading instruction children's literature spelling computer and instructional technology book clubs and after school programs Adolescent Literacy the third volume covers supplementary literacy programs for at risk adolescents literacy tutors young adult literature gender issues digital literacy and blogging Finally volume four Adult Literacy offers chapters on adult basic education programs for English language learners and workplace literacy publisher's description **Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12** Carol Ann Tomlinson, Cindy A. Strickland, 2005-08-15 Join Carol Ann Tomlinson and Cindy A Strickland in the continuing exploration of how real teachers incorporate differentiation principles and strategies throughout an entire instructional unit Focusing on the high school grades but applicable at all levels Differentiation in Practice Grades 9 12 will teach anyone interested in designing and implementing differentiated curriculum how to do so or how to do so more effectively Inside you'll find Annotated lesson plans for differentiated units in English mathematics history science art and world languages Samples of differentiated product assignments learning contracts rubrics and homework handouts An overview of the non negotiables in differentiated classrooms and guidelines for using the book as a learning tool An extended glossary and recommended readings for further exploration of key ideas and strategies Each unit highlights underlying standards delineates learning goals and takes you step by step through the instructional process Unit developers provide running commentary on their use of flexible grouping and pacing tiered assignments and assessments and numerous other strategies The models and insight presented will inform your own differentiation efforts and help you meet the challenge of mixed ability classrooms with academically responsive curriculum appropriate for all learners

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