

Responding to Reading

- # Make connections to self (personal experiences)
- # Make connections to other text and/or media (This reminds me of another story/movie...)
- # Make connections to things in the real world...
- # Relate to similarities with a character
- # Take a character's point of view
- # Make predictions before and during reading (revise, confirm)
- # Describe setting
- # Describe characters (physical appearance, emotional elements, behaviors, strengths)
- # Explain the central problem of the story
- # Discuss issues in the selection
- # Write to clarify meaning
- # Question the author
- # Retell the story
- # Summarize the selection
- # Reflect on personal feelings or reactions
- # Reflect on the author's style or purpose
- # Discuss inferences or conclusions using details or information from the selection
- # Write about parts you would write differently
- # Explain turning points
- # Reflect on what you were thinking at a point in the book
- # Write about a favorite part
- # Explain why you disliked something

Double-Entry Diary

Name _____ Date _____

Text _____ Class Period _____

Quote from the Text (w/page number)	The Connection to my Life
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

(Adapted from Cris Tavoni, *I Read It, But I Don't Get It*, Stenhouse Publishers, 2000. Used with permission)

Triple-Entry Diary – Making Connections & Questions

Name _____

Date _____

Text _____

Class Period

Quote from the Text (with page number)	Connections to my Life (This reminds me of.....)	Teacher's Comments
1.		
2.		
3.		

Making Connections to Text

- Mark at least five places in the text with the code, *MC* (my connection). In the margin or on a post-it note next to those words, describe the connection. Your connection could be something in your life, something you read, or something in the world. Think of the phrase, “This reminds me of.....”
- Mark at least five places in the text or on a post-it note with a question mark. In the margin next to the words that caused you to wonder, write the question you have. Begin your question with “I wonder....”
- Put a post-it note next to any parts of the text that are confusing to you. On the note, describe the fix-up strategy that you used to get unstuck. You may use more than one strategy.
- Put a post-it note next to any parts of the text that help you get a picture in your head. On the note, describe features of the picture.
- Write a short summary.
- Write a response to the author of the text. You can agree or disagree with what you read. You can ask the author a question.

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Responding to Texts

Engagement

- Reader identifies with a character and relates positively or negatively
- Reader responds emotionally by describing emotional associations to character or events

Connection

- Reader relates personal experiences to characters and events
- Reader hypothesizes how character might think, feel or behave in another situation
- Reader relates and describes personal attitudes and compares them with attitudes of characters or author
- Reader relates another text or medium to the text

Description

- Reader describes specific events and character traits
- Reader organizes text information (story grammar, outlines, concept maps)

Interpretation

- Reader explains characters' acts
- Reader infers the nature of the character's perspective or world view - how s/he perceives the outside world
- Reader infers character's values and belief systems
- Reader infers what a character might have learned from a situation
- Reader infers techniques used by author to convey particular meanings
- Reader predicts what will happen next - or at the end
- Reader asks questions so that the text "makes sense"

“Salvador, Late or Early”

Salvador with eyes the color of caterpillar, Salvador of the crooked hair and crooked teeth, Salvador whose name the teacher cannot remember, is a boy who is no one’s friend, runs along somewhere in the vague direction where homes are the color of bad weather, lives behind a raw wood doorway, shakes the sleepy brothers awake, ties their shoes, combs their hair with water, feeds them milk and corn flakes from a tin cup in the dim dark of the morning.

Salvador, late or early, sooner or later arrives with the string of younger brothers ready. Helps his mama, who is busy with the business of the baby. Tugs the arms of Cecilio, Arturito, makes them hurry, because today, like yesterday, Arturito has dropped the cigar box of crayons, has let go of the hundred little fingers of red, green, yellow, blue, and nub of black sticks that tumble and spill over and beyond the asphalt puddles until the crossing guard lady holds back the blur of traffic for Salvador to collect them again.

Salvador inside that wrinkled shirt, inside the throat that must clear itself and apologize each time it speaks, inside that forty-pound body of boy with its geography of scars, its history of hurt, limbs stuffed with feathers and rags, in what part of the eyes, in what part of the heart, in that cage of a chest where something throbs with both fists and knows only what Salvador knows, inside that body too small to contain the hundred balloons of happiness, the single guitar of grief, is a boy like any other disappearing out the door, beside the schoolyard gate, where he has told his brothers they must wait. Collects the hands of Cecilio and Arturito, scuttles off dodging the many schoolyard colors, the elbows and wrists crisscrossing, the several shoes running. Grows small and smaller to the eye, dissolves into the bright horizon, flutters in the air before disappearing like a memory of kites.

Sandra Cisneros
from *Woman Hollering Creek and Other Stories*

Pain Insensitivity

Ashlyn Blocker's parents and kindergarten teachers all describe her the same way: fearless. So they nervously watch her plunge full-tilt into a childhood deprived of natural alarms. In the school cafeteria, teachers put ice in Ashlyn's chili. If her lunch is scalding hot, she'll gulp it down anyway. On the playground, a teacher's aide watches Ashlyn from within 15 feet always, keeping her off the jungle gym and giving chase when she runs. If she takes a hard fall, Ashlyn won't cry. Each day after recess, a nurse examines Ashlyn's face and elbows for scrapes, washes sand from her feet and looks for dirt in her eyes. If she's scratched or cut or has sores, Ashlyn never complains. "Because I can't feel my boo-boos," the plucky 5-year-old explains through a row of missing baby teeth she knocked out without a tear.

Ashlyn is among a tiny number of people in the world known to have congenital insensitivity to pain with anhidrosis, or CIPA, a rare genetic disorder that makes her unable to feel pain. "Some people would say that's a good thing. But no, it's not," says Tara Blocker, Ashlyn's mother. "Pain's there for a reason. It lets your body know something's wrong and it needs to be fixed. I'd give anything for her to feel pain." The untreatable disease also makes Ashlyn incapable of sensing extreme temperatures, hot or cold, disabling her body's ability to cool itself by sweating. Otherwise, her senses are normal.

Ashlyn can feel the texture of nickels and dimes she sorts into piles on her bedroom floor, the heft of the pink backpack she totes to school and the embrace of a hug. She feels hunger cravings for her favorite after-school snack, pickles and strawberry milk. That's because the genetic mutation that causes CIPA only disrupts the development of the small nerve fibers that carry sensations of pain, heat and cold to the brain. Essentially, it short-circuits the body's alarm system. Nerves that carry other sensations, such as touch, pressure and vibration, aren't affected.

"There are all kinds of different nerve cells that help us feel different sensations," says Felicia Axelrod, MD, a professor of pediatrics and neurology at New York University School of Medicine. "You can have one sense removed, just like you can lose your hearing but still smell things."

In Patterson, a rural town of 800 people in southeast Georgia, John and Tara Blocker had no idea the disorder existed before they took Ashlyn to the doctor for a bloodshot, swollen left eye when she was 8 months old. The doctor put drops in Ashlyn's eye to stain any particles that might be irritating it. The infant smiled and bounced in her mother's lap while the dye revealed a

massive scratch across her cornea. "They put the dye in her eye and I remember the look of puzzlement on all their faces," Ashlyn's mother says. "She was not fazed by it by any means." Tests by a geneticist led to Ashlyn's diagnosis. To have the disorder, Ashlyn had to inherit two copies of the mutated gene, one from each parent.

Ashlyn's father, a telephone technician, and mother, who holds a degree in physical education, were largely on their own in learning to cope with their daughter's strange indifference to injury. Family photos reveal a series of these self-inflicted injuries. One picture shows Ashlyn in her Christmas dress, hair neatly coifed, with a swollen lip, missing teeth, puffy eye and athletic tape wrapped around her hands to protect them. She smiles like a little boxer who won a prize bout.

Her first serious injury came at age 3, when she laid her hand on a hot pressure washer in the back yard. Ashlyn's mother found her staring at her red, blistered palm. "That was a real reality check for me. At that point I realized we're not going to be able to stop all the bad stuff," Tara Blocker says. "She needs a normal life, with limitations." Ashlyn's pediatrician, Jack Collipp, MD, praises her parents for "not being as some people might, belligerent or angry that God has cursed them with this. And that is going to be very good for Ashlyn as time goes by." So when Ashlyn goes to her kindergarten class at Patterson Elementary School, she gets daily check-ups with school nurse Beth Cloud after recess. Cloud and Ashlyn's mother discussed having her wear a helmet on the playground, but decided it would look too curious to her classmates. And when teacher's aide Sue Price puts ice in Ashlyn's chili at lunch, her dozen classmates get ice in theirs too.

"They know Ashlyn can't feel when something hurts her," Price says. The other children have been understanding, she says, though one boy in a different class got a little too curious. "He poked her in the arm with a stick and said, 'Can you feel that?'" Price says. "I pulled him aside and said, 'We're not going to experiment with Ashlyn.'"

Ashlyn's parents worry about future complications. Will she resume biting her lips and tongue when her permanent teeth come? Joint problems such as arthritis could develop early because of undetected sprains and leg injuries, as Ashlyn won't even limp if she's hurt. Infections with no outward symptoms also concern them. They heard of a case where a child with CIPA had appendicitis that went untreated until her appendix burst. "It's a lot to take in. It opens your eyes to things you wouldn't normally think about," says Tara Blocker, who's also trying to help Ashlyn understand. "If she sees blood, she knows to stop. There's only so much you can tell a 5-year-old."