The following samples are from *Tools for Thought: Helping All Students Read, Write, Speak, and Think* by Jim Burke. © 2002 by Jim Burke.

All rights reserved. No part of this material from *Tools for Thought: Helping All Students Read, Write, Speak, and Think* may be reproduced in any form or by electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review.

Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, USA
Phone: 800.225.5800
Fax: 603.431.2214
URL: http://www.heinemann.com
Reproducible Tools for Classroom Use

Continuum Creator 135
Bookmark: Character Card 136
Bookmark: Core Skills 137
Bookmark: Reading: Think About It! 138
Bookmark: Literature Circle Roles 140
Conversational Roundtable 142
Decision Tree 143
Episodic Notes (Three-Square) 144
Episodic Notes (Six-Square) 145
Idea Cards 146
Interactive Notes 147
Linear Array 148
Literature Circle Notes: Overview of the Roles 149
Literature Circle Notes: Discussion Director 150
Literature Circle Notes: Illuminator 151
Literature Circle Notes: Illustrator 152
Literature Circle Notes: Connector 153
Literature Circle Notes: Word Watcher 154
Literature Circle Notes: Summarizer 155
Outline Notes 156
Speech Outline Notes 157
Pyramid Notes 158
Cornell Notes 159
Q Notes 160
Reporter’s Notes 161
Sensory Notes 162
Spreadsheet Notes (Three-Column) 163
Spreadsheet Notes (Four-Column) 164
Spreadsheet Notes (Multicolumn) 165
Character Directory 166
Story Notes 167
Plot Notes 168
Summary Notes 169
Summary Sheet 170
Synthesis Notes 171
T Notes 172
Target Notes 173
Think in Threes 174
Time Line Notes 175
Venn Diagram (Two-Domain) 176
Venn Diagram (Three-Domain) 177
Vocabulary Squares 178
Continuum Creator

Name __________________________ Date __________________________
Assignment __________________________ Period __________________________

Suggestions for Use: Looking at data or ideas along a continuum helps us understand the qualities of that information. For example, some foods are “tasty” but not “delicious”; some teams are “great” but not “excellent.” A continuum allows us to identify different categories or degrees. A Continuum of Importance, for example, shows us what is “irrelevant” and what is “essential.” If we can determine what is “important,” we know what to look for when we are writing, reading, or taking notes.

Continuum of _________________________________________

Before
1. Title your continuum to establish what you are trying to analyze. Examples: Continuum of Importance, Continuum of Performance, Continuum of Understanding, Continuum of Quality, Continuum of Probability, or Continuum of Attitude.
2. Decide what questions you should ask to help you determine:
   • The categories, or what should go in the boxes (e.g., High, Medium, Low)
   • The criteria for what should go in each section (e.g., To determine if something is “irrelevant,” I will ask the question, “If you took this out of the story, would anything change?”)
   • The purpose/focus of this continuum. Example: This continuum answers the question “How can I tell what is important when reading a newspaper article? When studying for a test? When taking notes during a lecture?”
3. Determine the traits of each point along the continuum.
   • Example: A score of 6 on the Continuum of Understanding means you understand the surface details (e.g., what it is) but not its meaning or importance. A 10 on the Continuum of Performance means you did it all and did it to the highest standard.

During
1. As you read, write, listen, or watch, look for items appropriate for your continuum. For example, while reading about the history of Greece in your history textbook, determine if the information about who began the Trojan War is “important” according to your continuum. The same continuum would help you determine that it is not very important to know what the soldiers ate for dinner during the war; thus you should not include that in your notes.
2. Evaluate and revise your criteria as needed. If you realize that the criteria for importance are not useful, change them. For example, if your current criteria suggest that what the soldiers in the Trojan War ate is important, change them. This will help you take better notes, listen more effectively, and read with greater success.

After
Use your continuum to prepare to write an essay or study for a test. It might even be a good idea to create a new continuum that helps you determine the likelihood of something being on the test: No chance/Possible/Probable/Inevitable or 0/25/50/75/100%.

May be copied for classroom use. Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002.
<table>
<thead>
<tr>
<th>Useful Literary Terms</th>
<th>Useful Literary Terms</th>
<th>Useful Literary Terms</th>
<th>Useful Literary Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>allusion</td>
<td>analogy</td>
<td>antagonist</td>
<td>character</td>
</tr>
<tr>
<td>conflict</td>
<td>convention(s)</td>
<td>diction</td>
<td>exposition</td>
</tr>
<tr>
<td>imagery</td>
<td>irony</td>
<td>motif</td>
<td>narrator</td>
</tr>
<tr>
<td>motif</td>
<td>narrator</td>
<td>persona</td>
<td>point of view</td>
</tr>
<tr>
<td>plot</td>
<td>point of view</td>
<td>protagonist</td>
<td>setting</td>
</tr>
<tr>
<td>setting</td>
<td>setting</td>
<td>theme(s)</td>
<td>tone</td>
</tr>
<tr>
<td>theme(s)</td>
<td>tone</td>
<td>imagery</td>
<td>voice</td>
</tr>
<tr>
<td>tone</td>
<td>voice</td>
<td>irony</td>
<td>voice</td>
</tr>
<tr>
<td>voice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading: Think About It!

When reading remember to:

- Ask questions of the text, yourself, and the author
- Make connections to yourself, other texts, the world
- Use different strategies to achieve and maintain focus while reading
- Determine ahead of time why you are reading this text and how it should be read
- Adjust your strategies as you read to help you understand and enjoy what you read

Evaluate how well you read

Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also.

My reading was:

1. Excellent because I
   - read the full 20 minutes
   - read actively (e.g., used different strategies and techniques)
   - understood what I read
2. Successful because I
   - read almost the entire 20 minutes
   - tried to use some strategies that mostly helped me read better
   - understood most of what I read
3. Inconsistent because I
   - read only about half the time
   - used some strategies but they didn’t help me much
   - understood some of what I read
4. Unsuccessful because I
   - read little or nothing
   - did not read actively
   - did not understand what I read
   - I didn’t understand because . . .

Develop your own questions

Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:

- ___________________________________________________________________
- ___________________________________________________________________
- ___________________________________________________________________

Tools for Thought (Heinemann: Portsmouth, NH); © 2002.
Thinking about how you read

- I was distracted by . . .
- I started to think about . . .
- I got stuck when . . .
- I was confused/focused today because . . .
- One strategy I used to help me read this better was . . .
- When I got distracted I tried to refocus myself by . . .
- These word(s) or phrases were new/interesting to me . . . I think they mean . . .
- When reading I should . . .
- When I read today I realized that . . .
- I had a hard time understanding . . .
- I'll read better next time if I . . .

Thinking about what you read

- Why does the character/author . . .
- Why doesn't the character/author . . .
- What surprised me most was . . .
- I predict that . . .
- This author's writing style is . . .
- I noted that the author uses . . .
- The main character wants/is . . .
- If I could, I'd ask the author/character . . .
- The most interesting event/idea in this book is . . .
- I realized . . .
- The main conflict/idea in this book is . . .
- I wonder why . . .
- One theme that keeps coming up is . . .
- I found the following quote interesting . . .
- I ___________ this book because . . .

Elaborating on what you think

- I think ___________ because . . .
- A good example of ___________ is . . .
- This reminded me of ___________ because . . .
- This was important because . . .
- One thing that surprised me was ___________ because I always thought . . .
- The author is saying that . . .
**Literature Circle Roles**

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

**Illuminator:** You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoon-like sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event related to the others. Explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on a separate sheet of paper.

**Connector:** Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you’ve already read. The connections should be meaningful to you and those in your group.

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

**Summarizer:** Prepare a brief summary of the day’s reading. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered listed or a time line.

**Tools for Thought**

- **Herrenrath: Pows North, NH:** © 2002
Literature Circle Roles

Discussion Director/Illuminator Questions
- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

Illustrator Questions
- Ask your group, “What does this picture mean?”
- Why did you choose this scene to illustrate?
- What/who else could you compare this story to?
- What other books might you compare to this one?
- What other characters or authors come to mind?
- What’s the most interesting or important connection?
- How does this section relate to the ones before it?

Word Watcher Questions
- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

Summarizer Questions
- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

Discussion Director/Illuminator Questions
- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

Illustrator Questions
- Ask your group, “What does this picture mean?”
- Why did you choose this scene to illustrate?
- What/who else could you compare this story to?
- What other books might you compare to this one?
- What other characters or authors come to mind?
- What’s the most interesting or important connection?
- How does this section relate to the ones before it?

Word Watcher Questions
- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

Summarizer Questions
- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?

Discussion Director/Illuminator Questions
- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might others think about this text/passage?
- What would you ask the writer if you could?
- What are the most important ideas/moments?
- What do you think will happen next—and why?
- What was the most important change in this section?

Illustrator Questions
- Ask your group, “What does this picture mean?”
- Why did you choose this scene to illustrate?
- What/who else could you compare this story to?
- What other books might you compare to this one?
- What other characters or authors come to mind?
- What’s the most interesting or important connection?
- How does this section relate to the ones before it?

Word Watcher Questions
- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

Summarizer Questions
- What are the most important events in the section?
- What makes them so important?
- How do these events affect the plot of characters?
- What changes did you notice when you read?
- What questions about this might appear on an exam?
- What might be a good essay topic for this section?
Suggestions for Use: Ask yourself what the focus of your paper, discussion, or inquiry is. Is it a character, a theme, an idea, a country, a trend, or a place? Then examine it from four different perspectives, or identify four different aspects of the topic. Once you have identified the four areas, find and list any appropriate quotations, examples, evidence, or details.
Suggestions for Use: Use this Decision Tree diagram to examine the possible outcomes of different decisions. You might consider the different consequences of a character’s possible choices, or you might consider how it would change the story to tell it from different points of view. In Health, History, or Business, you might consider the ramifications of different choices. Provide arguments for and against each decision.
Episodic Notes (Three-Square)

Name ___________________________ Date __________________
Topic ___________________________ Period __________________

Purpose: Identify most important moments; show cause-effect and organization (sequence).

1. Determine the three most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you "see" in the text. Be as specific as possible.
3. Remember, these are notes, not works of art: try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.

Caption

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Caption

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Caption

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
## Episodic Notes (Six-Square)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Period</td>
</tr>
</tbody>
</table>

**Purpose:** Identify most important moments; show cause-effect and organization (sequence).

1. Determine the most crucial stages, scenes, or moments in the story or process.
2. Draw in the box what happens and what you “see” in the text. Be as specific as possible.
3. Remember, these are notes, not works of art: try to capture the action and important details of the moment.
4. Explain (in the notes section) what is happening and why it is important.
<table>
<thead>
<tr>
<th>Idea Cards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Name: _____________________  Date: ___________
Interactive Notes

Name ___________________________ Date __________________
Topic ___________________________ Period __________________

Directions: Use Interactive Notes to help you read informational or literary texts. Interactive Notes guide you through a reading process to help you develop your ideas and express them in academic language. You may put questions, comments, connections, or favorite lines in any column; then use the prompts (or create your own) to help you write.

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>DURING</th>
<th>AFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prepare to Read</strong></td>
<td><strong>Question and Comment</strong></td>
<td><strong>Summarize and Synthesize</strong></td>
</tr>
<tr>
<td>- List: ✔ title(s)</td>
<td>✔ I wonder why . . .</td>
<td>✔ Three important points/ideas are . . .</td>
</tr>
<tr>
<td>- ✔ headings</td>
<td>✔ What caused . . .</td>
<td>✔ These are important because . . .</td>
</tr>
<tr>
<td>- ✔ captions</td>
<td>✔ I think . . .</td>
<td>✔ What comes next . . .</td>
</tr>
<tr>
<td>- ✔ objectives</td>
<td>✔ This is similar to . . .</td>
<td>✔ The author wants us to think . . .</td>
</tr>
<tr>
<td>- ✔ themes</td>
<td>✔ This is important because . . .</td>
<td>✔ At this point the article/story is about . . .</td>
</tr>
<tr>
<td>- ✔ words to know</td>
<td>✔ What do they mean by . . .</td>
<td>✔ I still don’t understand . . .</td>
</tr>
<tr>
<td>- Ask questions</td>
<td>✔ What I find confusing is . . .</td>
<td>✔ What interested me most was . . .</td>
</tr>
<tr>
<td>- Make predictions</td>
<td>✔ What will happen next is . . .</td>
<td>✔ The author’s purpose here is to . . .</td>
</tr>
<tr>
<td>- Set a purpose</td>
<td>✔ I can relate to this because . . .</td>
<td>✔ A good word to describe (e.g., this story’s tone) is . . . because . . .</td>
</tr>
<tr>
<td>- Decide what matters most</td>
<td>✔ This reminds me of . . .</td>
<td>✔ This idea/story is similar to . . .</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Period</td>
<td></td>
</tr>
</tbody>
</table>

Linear Array
**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

**Sample Questions**
- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What one question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next—and why?
- What was the most important change in this section? How and why did it happen?

**Illuminator:** You find passages your group would like to should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

**Sample Questions**
- What is happening in this passage?
- Why did you choose this passage?
- What does this passage mean, or what is it discussing?
- How should you present this passage?
- Who is speaking or what is happening in this passage?
- What is the most unique aspect of this passage—and why is it unique?
- What did this quotation/passage make you think about when you read it?
- What makes this passage so confusing, important, or interesting?

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Explain how your drawing relates to the text. Label your drawings so we know who the characters are. Make your drawing on a separate sheet of paper.

**Sample Questions**
- Ask members of your group, “What do you think this picture means?”
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see—i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

**Connector:** Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story to events in your own life, news events, political events, or popular trends. Another important source of connections is books you’ve already read. The connections should be meaningful to you and those in your group.

**Sample Questions**
- What connections can you make to your own life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What is the most interesting or important connection that comes to mind?
- How does this section relate to those that came before it?

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

**Sample Questions**
- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

**Summarizer:** Prepare a brief summary of the day’s reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a time line.

**Sample Questions**
- What are the most important events in the section you read?
- What makes them so important?
- What effect do these events have on the plot or the other characters?
- What changes—in plot, character, or tone—did you notice when you read?
- What questions about the section you read might appear on an exam?
- What might be a good essay topic for this section of the story?
**Literature Circle Notes: Discussion Director**

**Name ___________________________** | **Date ___________________________**

**Discussion Director:** Your role demands that you identify the important aspects of your assigned text and develop questions your group will want to discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion.

Write your discussion questions here; write your responses to them in the main note-taking area to the right. >>>>

**Sample Questions**
- What were you thinking about as you read?
- What did the text make you think about?
- What do you think this text/passage was about?
- How might other people (of different backgrounds) think about this text/passage?
- What one question would you ask the writer if you got the chance? Why?
- What are the most important ideas/moments in this text/section?
- What do you think will happen next—and why?
- What was the most important change in this section? How and why did it happen?

**Assignment for Today:** page _________ — page _________

__________________

__________________

__________________

__________________

__________________

__________________

__________________

__________________

__________________

Topic to be carried over to tomorrow:

**Assignment for Tomorrow:** page _________ — page _________

Here you should review, retell, or reflect on what you read so far. (Use the book if necessary.)
Illuminator: You find passages your group would like to/should hear read aloud. These passages should be memorable, interesting, puzzling, funny, or important. Your notes should include the quotations but also why you chose them and what you want to say about them. You can either read the passage aloud yourself or ask members of your group to read roles.

Sample Questions
- What is happening in this passage?
- Why did you choose this passage?
- What does this passage mean, or what is it discussing?
- How should you present this passage?
- Who is speaking or what is happening in this passage?
- What is the most unique aspect of this passage—and why is it unique?
- What did this quotation/passage make you think about when you read it?
- What makes this passage so confusing, important, or interesting?

Write the page and paragraph number in this column. Unless the quote is really long, you should also write the quote in this column; write your responses to it in the main note-taking area to the right.

Assignment for Today: page ________ — page ________

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)

Assignment for Tomorrow: page ________ — page ________
**Literature Circle Notes: Illustrator**

**Illustrator:** Your role is to draw what you read. This might mean drawing a scene as a cartoonlike sequence or an important scene so readers can better understand the action. You can draw maps or organizational trees to show how one person, place, or event relates to the others. Use the notes area to explain how your drawing relates to the text. Label your drawings so we know who the characters are. **Make your drawing on the back of this page or on a separate sheet of paper.**

Your drawing should be on the back or on a separate sheet of paper; your notes and explanation should be on the right.

**Sample Questions**
- Ask members of your group, “What do you think this picture means?”
- Why did you choose this scene to illustrate?
- How does this drawing relate to the story?
- Why did you choose to draw it the way you did?
- What do we see—i.e., who and/or what is in this picture?
- What, if anything, did drawing it help you see that you had not noticed before?
- What did this quotation/passage make you think about when you read it?
- What are you trying to accomplish through this drawing?

**Assignment for Today:** page _________ — page _________

---

**Topic to be carried over to tomorrow:**

**Assignment for Tomorrow:** page _________ — page _________

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)
Literature Circle Notes: Connector

Name ___________________________ Date ___________________________

**Connector:** Your job is to connect what you are reading with what you are studying in this or other classes. You can also connect the story with events in your own life or the world outside school as depicted in the news or other media. Another valuable source of connections is books you’ve already read this year. Connections should be meaningful to you and those in your group.

Write your discussion questions here; write your responses to them in the main note-taking area to the right.>>>>

**Sample Questions**
- What connections can you make between the text and your life?
- What other places or people could you compare this story to?
- What other books or stories might you compare to this one?
- What other characters or authors might you compare to this one?
- What current trends or events are related to this section of the book?
- What is the most interesting or important connection that comes to mind?
- What is the connection that no one else but you can discover?
- How does this section relate to those that came before it?

**Assignment for Today:** page __________ — page __________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

**Topic to be carried over to tomorrow:**

**Assignment for Tomorrow:** page __________ — page __________

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)
**Literature Circle Notes: Word Watcher**

Name ___________________________ Date ___________________________

**Word Watcher:** While reading the assigned section, you watch out for words worth knowing. These words might be interesting, new, important, or used in unusual ways. It is important to indicate the specific location of the words so the group can discuss these words in context.

In this column, write the word as well as page and paragraph numbers. Write the definition and any explanation about why you chose the word in the notes section to the right.>>>>

**Sample Questions**
- Which words are used frequently?
- Which words are used in unusual ways?
- What words seem to have special meaning to the characters or author?
- What new words did you find in this section?
- What part of speech is this word?
- What is the connotative meaning of this word?
- What is the denotative meaning of this word?

**Assignment for Today:** page __________ — page __________

---

**Topic to be carried over to tomorrow:**

**Assignment for Tomorrow:** page __________ — page __________

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)
**Summarizer:** Prepare a brief summary of the day’s reading. Use the questions to the right to help you decide what to include. In some cases, you might ask yourself what details, characters, or events are so important that they would be included on an exam. If it helps you to organize the information, consider making a numbered list or a time line.

Write your discussion questions here; write your responses to them in the main note-taking area to the right.

**Sample Questions**
- What are the most important events in the section you read?
- What makes them so important?
- What effect do these events have on the plot or the other characters?
- What changes—in plot, character, or tone—did you notice when you read?
- What questions about the section you read might appear on an exam?
- What might be a good essay topic for this section of the story?

**Assignment for Today:** page ________ — page ________

Here you should review, retell, or reflect on what you read so far. (Use the back if necessary.)
<table>
<thead>
<tr>
<th>Main Idea/Subject</th>
<th>Supporting Idea 1</th>
<th>Details/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea 2</th>
<th>Details/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A.</td>
</tr>
<tr>
<td></td>
<td>B.</td>
</tr>
<tr>
<td></td>
<td>C.</td>
</tr>
<tr>
<td></td>
<td>D.</td>
</tr>
<tr>
<td></td>
<td>E.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea 3</th>
<th>Details/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A.</td>
</tr>
<tr>
<td></td>
<td>B.</td>
</tr>
<tr>
<td></td>
<td>C.</td>
</tr>
<tr>
<td></td>
<td>D.</td>
</tr>
<tr>
<td></td>
<td>E.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Idea 4</th>
<th>Details/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A.</td>
</tr>
<tr>
<td></td>
<td>B.</td>
</tr>
<tr>
<td></td>
<td>C.</td>
</tr>
<tr>
<td></td>
<td>D.</td>
</tr>
<tr>
<td></td>
<td>E.</td>
</tr>
</tbody>
</table>

Summary/Observations
Speech Outline Notes

Name ________________________________ Date __________________
Topic ______________________________ Period __________________

Main Idea/Subject ____________________________________________________________
(What is the question your speech is trying to answer?)

Introduction _______________________________________________________________
A. __________________________________________________
B. __________________________________________________
C. __________________________________________________
D. __________________________________________________
E. __________________________________________________

Consider:
• Asking a thought-provoking question
• Beginning with a good/funny story
• Opening with a demonstration
• Making a strong statement
• Using a prop or visual

Body of My Speech __________________________________________________________
Details/Examples A. __________________________________________________
B. __________________________________________________
C. __________________________________________________
D. __________________________________________________
E. __________________________________________________
F. __________________________________________________

Remember to:
• Organize your speech in order of importance, chronological order, comparison/contrast, cause/effect, order of location, or problem/solution
• Use interesting details, examples, or stories
• Consider your audience’s needs and questions

Conclusion _______________________________________________________________
Details/Examples A. __________________________________________________
B. __________________________________________________
C. __________________________________________________
D. __________________________________________________
E. __________________________________________________
F. __________________________________________________

Remember to:
• Tell one last interesting fact or story
• Explain why the topic is important
• Sum up the most important ideas in your speech
• Make a strong statement

May be copied for classroom use. Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002.
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

May be copied for classroom use. Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002.
Overview: Q Notes combine two well-known and powerful methods: SQ3R and Cornell Notes. I call them “Q Notes” because you can only write Q-questions in the left-hand margin; when you prepare for a Q-quiz, the Q-questions serve as CUES to remind you what you must know. When using these notes to study, fold the right edge of the paper over so that it lines up with the dotted line. You should then only be able to see your questions in the Q-column. Use these to Q-quiz yourself.

Directions: Turn the titles, subheadings, and topic sentences into questions in this column.

Directions: In this area, write the answers to the questions. Use bullets or dashes to help organize your ideas. Also, use symbols and abbreviations to help you take notes more efficiently.

Here you should review, retell, or reflect on what you read so far.
**Reporter's Notes**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Topic</th>
<th>Period</th>
</tr>
</thead>
</table>

Reporter’s Notes help you get the crucial information—not “just the facts, Ma’am,” but the meaning of the facts, too. These are the questions all reporters ask when they write their articles. These are the questions that good readers ask. Not all questions are always appropriate; you decide if it’s okay to leave one or more blank, but be sure you can explain why that information is absent.

<table>
<thead>
<tr>
<th>WHO (is involved or affected)</th>
<th>Most Important WHO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT (happened)</th>
<th>Most Important WHAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHERE (did it happen)</th>
<th>Most Important WHERE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHEN (did it happen)</th>
<th>Most Important WHEN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW (did they do it or did others respond)</th>
<th>Most Important HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHY (did they do this, react this way)</th>
<th>Most Important WHY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SO WHAT? (Why is this event/info/idea important?)</th>
<th>Most Important SO WHAT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Sensory Notes

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Period</td>
</tr>
</tbody>
</table>

**Directions:** Sensory Notes are a tool and technique designed to help you pay closer attention to details while you read. Effective readers use all their senses while they read. Use this sheet to take notes on what you see, hear, smell, feel—and think—as you read. Be specific and, if possible, write down the page numbers for future reference.

I SEE . . .

I HEAR . . .

I FEEL . . .

I SMELL . . .

I THINK . . .

| Most Important Image |
| Most Important Sound |
| Most Important Sensation |
| Most Important Scent |
| Most Important Thought |
## Spreadsheet Notes (Three-Column)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Period</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary/Response**
<table>
<thead>
<tr>
<th>Subject (Who or What)</th>
<th>Where</th>
<th>When</th>
<th>Why (Important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cosimo de Medici</td>
<td>Italy (Florence)</td>
<td>1389–1464</td>
<td>Major patron of the arts during the Renaissance</td>
</tr>
<tr>
<td>Name</td>
<td>Date</td>
<td>Topic</td>
<td>Period</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Who’s Who? The Character Directory

Title __________________________ Name __________________________ Period __________________________

Directions: When deciding which characters to include in the directory below, you must distinguish between major and minor characters. If you organize all the characters along a continuum of importance, some would be at one end (e.g., a zero: not important) while others would be at the other end (e.g., a ten: essential, or most important). Before adding a character’s name to the directory, ask yourself whether they are important enough, and if so, why they are so important.

<table>
<thead>
<tr>
<th>Character’s Name</th>
<th>Relationship/Role</th>
<th>Location</th>
<th>Description/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May be copied for classroom use. Tools for Thought by Jim Burke (Heinemann: Portsmouth, NH); © 2002.
Story Notes

Name _____________________________ Date _____________________________
Topic _____________________________ Period _____________________________

Main Characters (Tip: Before listing them, determine what makes someone a “main character.”)

Setting (Tip: Setting includes not just time, but place and atmosphere.)

Primary Conflicts/Central Problems

Main Events (Tip: Before listing them, determine the criteria for a “main event.”)

Climax

Resolution

Observations/Conclusions (Tip: Consider important themes, surprises, and connections to your life, other books, or classes.)
Plot Notes

- **Exposition**: Background information establishing the setting and describing the situation in which the main characters find themselves.
- **Rising action**: Characters face or try to solve a problem. This results in conflicts within themselves or with others; these conflicts grow more intense and complicated as the story unfolds.
- **Climax**: Eventually the story reaches a crucial moment when the character must act.
- **Falling action**: Sometimes called the denouement, this part of the story explores the consequences of the climactic decision. The reader feels the tension in the story begin to ease up.
- **Resolution**: The story’s central problem is finally solved, leaving the reader with a sense of completion, though the main character may not feel the same way.

**Observations**: Possible themes, important characters, notes on the author’s style
BEFORE
1. Determine your purpose.
2. Preview the document.
3. Prepare to take notes.

DURING
4. Take notes to help you answer these questions:
   - Who is involved?
   - What events, ideas, or people does the author emphasize?
   - What are the causes?
   - What are the consequences or implications?
5. Establish criteria to determine what is important enough to include in the summary.
6. Evaluate information as you read to determine if it meets your criteria for importance.

AFTER
7. Write your summary, which should:
   - Identify the title, author, and topic in the first sentence
   - State the main idea in the second sentence
   - Be shorter than the original article
   - Begin with a sentence that states the topic (see sample)
   - Include a second sentence that states the author’s main idea
   - Include 3–5 sentences in which you explain—in your own words—the author's point of view
   - Include one or two interesting quotations or details
   - Not alter the author’s meaning
   - Organize the ideas in the order in which they appear in the article
   - Use transitions such as “According to” + the author’s name to show that you are summarizing someone else’s ideas
   - Include enough information so that someone who has not read the article will understand the ideas

Sample verbs: The author:
- argues
- asserts
- concludes
- considers
- discusses
- emphasizes
- examines
- explores
- focuses on
- implies
- mentions
- notes
- points out
- says
- states
- suggests

Sample summary written by Jackie Ardon

In “Surviving a Year of Sleepless Nights,” Jenny Hung discusses success and how it may not be so good. Hung points out that having fun is better than having success and glory. Jenny Hung survived a painful year because of having too many honors classes, getting straight A's, and having a GPA of 4.43. Why would any of this be bad? It’s because she wasn’t happy. She describes working so hard for something she didn’t really want. At one point she says, “There was even a month in winter when I was so self-conscious of my raccoon eyes that I wore sunglasses to school.” She says she often stayed up late doing work and studying for tests for her classes. After what she had been through, she decided that it was not her life, and chose her classes carefully once sophomore year came around.
## Summary Sheet

Name ___________________________ Unit/Subject ___________________________

Period __________________ Date __________________ Class ______________________

<table>
<thead>
<tr>
<th>Quick Picks</th>
<th>Overview: Summarize the topic or chapter in one sentence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>names • dates • words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Synthesis Notes**

Directions: Use this page to gather and organize the crucial information about the story. Use the right-hand column to identify one aspect or character that seems vital to the story. You might determine what is most crucial by asking, "Which of all these (e.g., characters) makes the biggest difference in the story?" Some sections might be empty when you finish.

<table>
<thead>
<tr>
<th>Story Title (and possible meaning)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Characters (name, description, roles)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Setting (where, when, atmosphere)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Themes (ide(s) central to the story; include examples)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plot (what happens)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Style (use of language, imagery, symbolism, dialogue)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Point of View (tense, reliability, focus, narrator, in time)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Design (linear, episodic; use of special form—e.g., letter, journal)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Tone (what the story sounds like)</th>
<th>Most Important Aspect (Explain)</th>
</tr>
</thead>
</table>
Here (and on the back) you should write your observations, draw your conclusions, write your summary.
Directions: Each line represents the next stage in a sequence. In a novel this might mean the next scene or chapter; in history it might mean the next event or year. In the box underneath each line you should explain why this happened, what it means, why it is important, or what it will cause to happen next.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

12. 

Notes/Observations:
Venn Diagram (Two-Domain)

Name ___________________________ Date _______________________
Topic ___________________________ Period _____________________

Observations/Conclusions:
Venn Diagram (Three-Domain)

Name ___________________________ Date ___________________
Topic ___________________________ Period ___________________

Observations/Conclusions:
# Vocabulary Squares

**Directions:** Please base your sentences on your current reading assignment unless otherwise directed.

<table>
<thead>
<tr>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
<th>Etymology and Part(s) of Speech</th>
<th>Variations, Synonyms, Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
<td>Symbol/Logo/Icon</td>
<td>Definition(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td></td>
<td>Sentence</td>
<td></td>
</tr>
</tbody>
</table>