

## Tracking your thinking over the course of a book:

I used to think \_\_\_\_\_, but now I think \_\_\_\_\_.

I still think \_\_\_\_\_, but I'd like to add \_\_\_\_\_.

Others think \_\_\_\_\_, but I think \_\_\_\_\_.

### Things to track over time:

A character:

- How does he/she change?
- What insights does the character gain?

What big ideas are being developed?

- What conflict arises?
- What do these conflicts tell the reader?
- What claims does the author make? What passages support these claims?

What techniques/moves does the writer make?

- What literary devices are used? (e.g. foreshadowing, personification).
- Where does the author use punctuation and sentence structure effectively?
- What are the key passages? Why?
- Notice beautiful sentences/passages. Comment on them.

Track your confusion

- What is confusing at the beginning of the book? Does the confusion remain or does it clear up?
- What passages/sentences/words do you find confusing? Show evidence that you are wrestling with the confusion.

Thought starters:

- I noticed...
- I wonder...
- I was reminded of...
- I think...
- I'm surprised that...
- I'd like to know...
- I realized...
- If I were...
- The central issue(s) is (are)...
- One consequence of \_\_\_\_\_ could be...
- If \_\_\_\_\_, then...
- I'm not sure...
- Although it seems...

### "That" statements

This passage makes me think that...

This makes me feel that...

The author is suggesting that...

**Source: Donna Santman/Kelly Gallagher**