

**Reading Responses 1 - 7 Habits of Proficient Readers Practice With *Fiesta*,  
By Junot Diaz Directions Sheet**

Label The Work and The Author for the Batch of Reading Response In Top Margin Along  
With the Reading Response Page Number.

**EX.**

"Fiesta", by Junot Diaz

Pg. 1 of 4

Label The Habit of a Proficient Reader With Which You are Responding In This Column.

Label The Page and Paragraph Number To Which You are Responding In This Column.

Text-To-Text

Pg. 14,  
Para,  
7-8.

I wonder if there is a connection between what happened to me one night I got sick in the car and what Yunior experiences. The moment before I said I was going to be sick, I remember wondering what it would be like to have everything stop because of me, if I could get my father to focus on me, the way he focused on my brother. The threat of being sick in a car accomplished it: I took a slight feeling of nausea and ran with it. For a while, visibility was mine. At one point in the story, Yunior says that even though his father is cruel, "I still wanted him to love me". Perhaps during their rides, when Yunior is to practice not vomiting, he feels loved; if he were to stop being sick, what would be left for him?

Create Images

Pg.5,  
Para, 2.

In this passage, Diaz is painting a picture of a boy being starved by his father, not only of food but also of sympathy. The mother's inability to defy the father without suffering a consequence, his brother's inability to protect him, and even his teacher's dismissal of Yunior's essay, "My Father the Torturer" as a joke, leave Yunior more alone.

**EXPLAIN & DISCUSS Your Connection in the Third Column**

**Reading Response Directions:**

Respond to *Fiesta* using each of the "7 Habits of a Proficient Reader." You will respond to the text with each habit only once.

Remember, there are 7 Habits, but the first habit, "Making Connections," is technically a grouping of 3 habits - text-to-world, text-to-text, text-to-self. **Therefore, this batch of reading responses for Diaz's *Fiesta* will consist of 10 individual responses.**

There is no length requirement for individual responses. You are being assessed on quality of responses (see rubric on back). With that said, though, appropriately in-depth responses will require development. The above examples model appropriate tone and substance, not development. Your individual responses will be more developed.

There is no particular order you need to follow. Whichever order works best for you is appropriate **as long as your responses are neat, orderly, and you follow this formatting!**

# The 7 Habits of a Proficient Reader

HABIT	WHAT READERS DO	SENTENCE STARTERS
<b>Making Connections</b> Text to Text Text to World Text to Self 	I need to think about <b>what I already know</b> and how it is connected to what I am reading.	"This reminds me of..."  Connect to another TEXT Connect to the WORLD Connect to your SELF
<b>Create Images</b> 	I need to make <b>pictures in my mind</b> of characters, conflicts, and settings.	"From what I read, I see, hear, taste, smell, feel (physically AND emotionally)..."
<b>Infer</b> 	I need to <b>notice meaning</b> that may not be clearly stated in the text.	"Even though it doesn't say it in the text, I (know, think, believe) that because...."
<b>Monitor for Meaning</b> 	I need to understand that <b>reading must make sense.</b>  I need to do something when <b>reading doesn't make sense.</b>	"I am confused by..."  "When I am confused, I can..."
<b>Determine Importance</b> 	I need to recognize <b>what is important and what is not important</b> when I read.	"I know this is important because..."
<b>Synthesize</b> 	I need to think about how all of the ideas <b>fit together</b> so I can understand the text.	"I know this is a big idea because..."
<b>Questioning</b> 	I need to <b>ask myself questions</b> about this text.	"I wonder why..."

## Rubric

### 9-10 pts.

Scores in this range represent excellent responses that fully and thoughtfully address the topic. They are well organized pieces of writing, and both make generous and insightful use of the text(s). Both illustrate adept use of language and mastery of mechanics. Both also show an appreciation for literary features, when appropriate. The top score response, however, demonstrates uncommon skill and offers unexpected "a-ha" moments for the reader.

### 8-8.9 pts.

These are slightly above average responses, but they may be deficient in the one of these: depth of insight, use of the texts, organization, or awareness of literary features. They are less precise and less sophisticated in terms of style and use of language. These essays may contain minor mechanical errors, but they are generally well-written.

### 7.7-7.9 pts.

These essays are slightly below average that maintain the general idea of the assignment and that show some sense of organization, but these essays are weak in content, depth of thought or analysis, language facility, and mechanics. These responses may refer to quotations, but they do not reveal thoughtful use of the texts. These responses may contain mechanical errors that are distracting to the reader.

### 7-7.4 pts.

These responses make an attempt to deal with the topic but demonstrates serious weakness in content, organization, syntax, and mechanics. These essays reveal little to no insight or analysis, and they do not reflect any engagement with the texts. These scores represent unacceptable grades in terms of the standards for the course, but credit is given for some degree of effort.

### 6.9 pts. or less

These are essays with little redeeming quality. They appear to be simply a "get it done" efforts, which reveals little thought, no organization, and no revision. Or these essays completely miss the focus of the prompt.