

## Novel Study Assessment

Directions: Using the chosen novel you have completed reading, answer the following questions using complete sentences.

Novel Title: \_\_\_\_\_

1. Who is the author of your novel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What was the setting, and how did it affect it?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe the main character(s) of the story, in physical, mental, and personality.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. What was the main conflict of the story? How

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Novel

## Novel Study Discussion Questions

Using the chosen novel you have completed reading, answer the following questions using complete sentences.

Novel Title: \_\_\_\_\_

1. What is the theme of your novel? How is it a

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. If you could give the main character(s) in your

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Describe an important event from your novel.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Novel

## Novel Study

Directions: Fill in the appropriate information based on your chosen novel. You can fill the graphic organizer as you read or after you complete the novel.

Novel Title: \_\_\_\_\_

Characters

Setting

Exposition

Climax

Falling Action



## Novel Study Comprehension Questions

Directions: Answer these questions as you read your novel or discuss by your instructor.

Novel Title: \_\_\_\_\_

1. What is the main idea of your novel?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How does the setting impact the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What did the author use to grab the reader's attention in the exposition and rising action?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

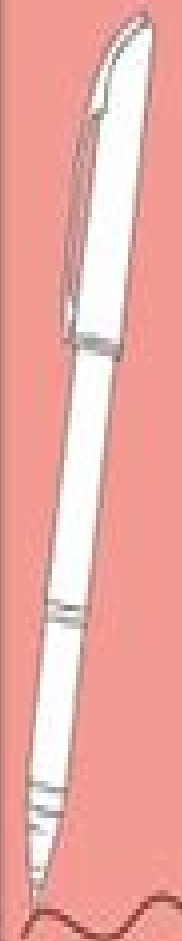
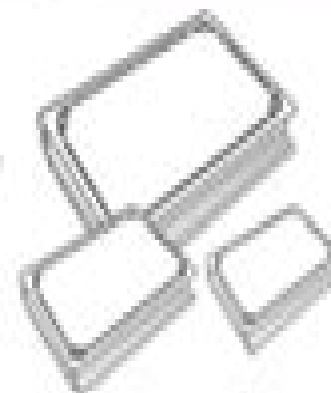
4. Which character did you identify as empathetic with the novel's story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Novel Title

Character



# Novel Study Questions Grade Six

**Walter Low**



## Novel Study Questions Grade Six:

**Exploring Indigenous Novels in Grades 5-10** Don K. Philpot, 2024-09-09 The fictional worlds created by many contemporary American and Canadian Indigenous novelists for young people provide unique access to the lived experiences of Indigenous people past present and future and the often inaccessible worlds they inhabit Readers aged 10 16 will gain many insights about Indigenous people and themselves Indigenous and non Indigenous readers alike through sustained immersion in fictional worlds where Indigenous people are foregrounded active autonomous respected and valued Exploring Indigenous Novels in Grades 5 10 Literature Studies Focusing on Indigenized Worlds a companion book for Indigenous Novels Indigenized Worlds offers teachers and students in grades 5 10 a unique framework and specialized sets of resources for collaborative classroom explorations of indigenized worlds created by the Indigenous writers This unique book offers illuminating sets of questions and carefully selected print and digital resources for classroom explorations of 11 Indigenous novels spanning the genres of historical contemporary realistic and fantasy fiction These questions and resources focus student learning on such indigenizing features as ancestral beings sacred objects cultural values celebratory dances traditional stories material appropriation cultural denigration community leadership restoration and more *Summer of the Swans Novel Study/Lit Link Gr. 4-6* Joan Jamieson, Sara is a person who gets frustrated with herself nothing is right about her looks or her personality One moment she would be laughing joyfully and the next moment she would be in the depths of despair Sara didn't know what was happening to her Things seemed the same as the previous summers Then the swans came Sara takes Charlie her brother down to see the swans Although he was a pain coming home she enjoyed the experience with him Then Charlie disappears Sara gets a chance to make amends with Joe while they are looking for Charlie They find Charlie together and Joe invites Sara to go to a party with him Novel by Betsy Byars Reproducible chapter questions plus comprehension questions a story summary author biography creative and cross curricular activities complete with answer key **Tales of a Fourth Grade Nothing Lit Link Gr. 4-6** , Research in Education ,1968 **On The Banks of Plum Creek Lit Link Gr. 4-6** Ruth Solski, Laura's family's first home in Minnesota is made of sod but Pa builds a clean new house made of sawed lumber beside Plum Creek The money for materials will come from their first wheat crop Then just before the wheat is ready to harvest a strange glittering cloud fills the sky blocking out the sun Soon millions of grasshoppers cover the field and everything on the farm In a week's time there is no wheat crop left at all Novel by Laura Ingalls Wilder Chapter by chapter questions with answer key language and literacy activities and teacher guide for easy implementation Runaway Ralph Lit Link Gr. 4-6 , **A Study-guide in American History for High School Students** ,1923 **Reading Skill Builder [grade 3-6].** ,1950 **A classified catalogue of ... educational works in use in Great Britain [by W. Low].** Walter Low,1871 Report Indiana. Dept. of Public Instruction,1896 **The Sunday-school World** ,1892 American Literary Gazette and Publishers' Circular ,1868 Publishers' Weekly ,1877 **Report of the Commissioner of**

**Education** ,1898      **Notes and Queries: A Medium of Inter-Communication for Literary Men, Artists, Antiquaries, Genealogists, Etc** ,1875      The Church School Journal ,1876      *Western Journal of Education* ,1900      *Report Oregon.*  
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