

Fourth Grade

Reading-Writing Workshop

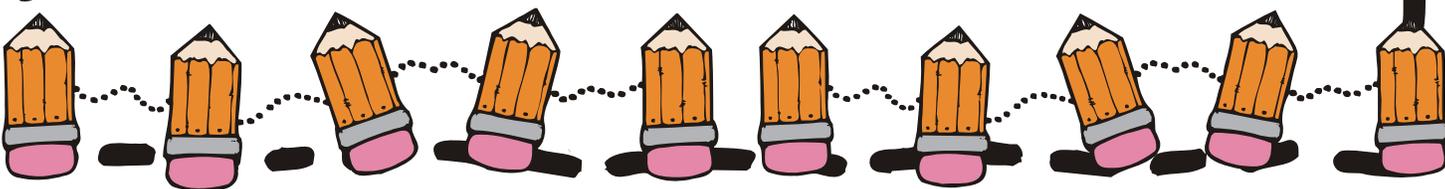
Theme 2

Expository

(Response to Literature)



Riverside Unified School District
Elementary Education Department
October 2008



Grade 4, Theme 2, RUSD Reading-Writing Workshop
Expository (Response to Literature)
Table of Contents

Overview of Writing Instruction for Grades 1 – 6	6
Standards Addressed	8
Writing Rubric	12
Proofreading Checklist and Marks	14
<u>Selection 1 Workshop at a Glance</u>	16
Academic Vocabulary (Response to Literature)	17
Writing Lesson Plan: Introducing the Genre—Response to Literature	18
Transparency: Sample Response to Literature, <u>By the Shores of Silver Lake</u>	20
Theme 2, Selection 1 Prompt (Teacher Model)	21
Generic Graphic Organizer: Response to Literature	22
Writing Lesson: Developing and Supporting a Thesis	24
Blackline Master: “E. B. White: Animal Lover and Animal Author”	26
Teacher Resource, Annotated E.B. White Article	28
Teacher Resource, Completed Graphic Organizer, E. B. White	30
Writing Lesson Plan: Writing a Good Conclusion	32
<u>Selection 2 Workshop at a Glance</u>	33
Theme 2, Selection 2, Common Prompt (Highly Structured Practice)	34
Focus Skill Lesson: Quoting from Text	36

<u>Selection 3 Workshop at a Glance</u>	38
Theme 2, Selection 3, Common Prompt (Independent Practice)	39
Writing Lesson: Revise by Rearranging and Consolidating Text	40
Teacher Resource: Model Rearranging and Consolidating Text	42
Teacher Resource: Highly Structured Practice, Rearrange and Consolidate	44
Transparency/Blackline Master: Rearrange and Consolidate	46
<u>Selection 4 Workshop at a Glance</u>	47
Resources from the California Department of Education, <i>Teacher Guide for the 2007 California Writing Standards Test in Grade Four:</i>	
▪ State Scoring Rubric for Response to Literature	48
▪ Writing Task and Story	49
▪ Writing Prompt	52
▪ Sample Response, Score of 4	53
▪ Commentary	54
▪ Sample Response, Score of 3	55
▪ Commentary	56

August 2008

Reading Lions Writing Assessment and Reading-Writing Workshops

In order to align grade-level standards with instruction and assessment in the area of writing, and to provide teachers with support in writing instruction using Houghton Mifflin materials, the following steps have been taken:

1. **RUSD** Reading-Writing Workshops have been written to replace **selected** Houghton Mifflin Reading-Writing Workshops that are not aligned with grade-level standards or with Reading Lions Assessment genres.
2. Fourth-grade writing instruction has been reorganized so that all writing applications that may be assessed on the CST Writing Test will have been taught prior to the state testing window. RUSD writing assessment prompts will replace the Reading Lions prompts for Themes 1 – 3.

The RUSD Reading-Writing Workshops expand on existing Houghton Mifflin lessons or workshops from other themes. They include instructional strategies and ideas from the *California Reading/Language Arts Framework* and the Riverside County Office of Education’s *California Blueprint for Effective Writing Instruction Using Houghton Mifflin Reading*.

RUSD Workshop at a Glance block plans include those daily Houghton Mifflin writing and language lessons, *Practice Book* pages, and *Writing Resource Center* workbook pages that **relate to the writing genre** for the theme. **Teachers will still need to refer to the Houghton Mifflin Daily Lesson Plans for the complete list of writing and language skills to be taught.** Teachers are encouraged to use their professional judgment when integrating these materials with their overall English language arts instruction. Lessons for introducing genres, practice prompts, and other resources are included.

Special thanks are due to those English language arts and English language development coaches who worked on these RUSD Reading-Writing Workshops. The resources prepared for each grade level are outlined in the table below:

		Instruction	Assessment	
Theme	Assessed Writing Application	Use RUSD Workshop	Use RUSD Prompt	Reading Lions Prompt
Grade 1	1 & 2	Narrative (personal)	✓	✓
	3 & 4	Narrative (personal)	✓	✓
	5 & 6	Expository (description) <i>Spread HM Theme 6 Workshop over both themes</i>		✓
	7 & 8	Narrative (fictional story) <i>Spread HM Theme 8 Workshop over both themes</i>		✓
	9	<i>Begin Theme 10 Houghton Mifflin expository workshop</i>		Not Assessed
	10	Expository (instructions)		✓
Grade 2	1	Narrative (fictional story)		✓
	2	Expository (description)		✓
	3	Friendly Letter		✓
	4	Expository (news article)	✓	✓
	5	Narrative (personal)		Not Assessed
	6	Expository (instructions)		✓

RIVERSIDE UNIFIED SCHOOL DISTRICT
Elementary Education Department

	Theme	Writing Genre	Instruction	Assessment	
			Use RUSD Workshop	Use RUSD Prompt	Reading Lions Prompt
Grade 3	1	Friendly Letter	✓		✓
	2	Expository (instructions)			✓
	3	Narrative (fiction)			✓
	4	Expository (solving a problem)	✓		✓
	5	Expository (personal description)	✓		Not Assessed
	6	Expository (personal description continued)	✓		✓
Grade 4	1	Expository (summary)	✓	✓	
	2	Expository (response to literature)	✓	✓	
	3	Narrative (fictional)		✓	
	4	Expository (research report)	✓		Not Assessed
	5	Expository (research report continued)	✓		Not Assessed
	6	Expository (response to literature)	✓		✓
Grade 5	1	Expository (personal description)			✓
	2	Expository (summary)	✓		✓
	3	Narrative (fictional story)			✓
	4	Narrative (personal)			✓
	5	Expository (research report)			Not Assessed
	6	Persuasive			✓
Grade 6	1	Narrative (personal)			✓
	2	Narrative (fictional)			✓
	3	Expository (resp. to lit., prob./solution)	✓		✓
	4	Expository (resp. to lit., compare/contrast)	✓		✓
	5	Expository (personal essay)			Not Assessed
	6	Persuasive			✓

Riverside Unified School District
Elementary Education

English Language Arts Content Standards
Reading and Writing

Grade 4

✓ Indicates standard addressed in this Reading-Writing Workshop.

READING

Reading Comprehension and Literary Response and Analysis Key Standards:

Students read, understand, and respond to a variety of grade-level-appropriate narrative and expository text. They apply reading comprehension strategies such as formulating questions in response to text and they are able to distinguish between cause and effect and fact and opinion. They compare and contrast information from several sources. Students identify the main events of the plot and their relationship to future events. They use their knowledge of the situation, the setting, and a character's traits and motivations to determine the causes of a character's actions. In addition to their regular school reading, students read at least one hundred minutes each week.

2.0 Reading Comprehension

Structural Features of Informational Materials

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2** Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, diagrams, charts, maps, titles, topic sentences, important words, and foreshadowing clues.
- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5** Compare and contrast information on the same topic after reading several passages or articles in the same genre or by the same author.
- 2.6** Distinguish between cause and effect and between fact and opinion in expository text.
- 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

3.0 Literary Response and Analysis

Structural Features of Literature

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2** Identify the main events of the plot, their causes, and the influence of each event on future actions.

Riverside Unified School District
Elementary Education

English Language Arts Content Standards
Reading and Writing

Grade 4

✓ Indicates standard addressed in this Reading-Writing Workshop.

3.0 Literary Response and Analysis Continued

- 3.3** Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).
- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.
- 3.6** Formulate questions in response to text.

WRITING

Writing Strategies, Writing Applications, and Written Language Conventions Key Standards:
Students write clear, coherent multiple-paragraph narrative and expository compositions, responses to literature, informative reports, and summaries that develop a central idea and contain at least 200-400 words. Their compositions contain an opening paragraph with a topic sentence, supporting paragraphs with facts and details, and a concluding paragraph that summarizes the main ideas. They use reference materials to locate information and consider the audience and purpose for writing. Students write using correct grammar, capitalization, punctuation, grade-level-appropriate spelling, and proper D'Nealian cursive. Students progress through the stages of the writing process—prewriting, drafting, revising, editing, and publishing—as appropriate.

1.0 Writing Strategies

Organization and Focus

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2** Create multiple-paragraph compositions that:
- a. Provide an introductory paragraph.
 - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
 - c. Include supporting paragraphs with facts, details, and explanations.
 - d. Conclude with a paragraph that summarizes the points.
 - e. Use correct indentation.
 - f. Contain at least 200-400 words.
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).

✓ Indicates standard addressed in this Reading-Writing Workshop.

Riverside Unified School District
Elementary Education

English Language Arts Content Standards
Reading and Writing

Grade 4

1.0 Writing Strategies Continued

Penmanship

- 1.4 Write fluidly and legibly in D'Nealian cursive attending to the proper formation, shape, size, slant, and spacing of letters and words.

Research and Technology

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).

Evaluation and Revision

- 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

2.0 Writing Applications

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

- 2.1 Write narratives that:
- Relate ideas, observations, or recollections of an event or experience.
 - Provide a context to enable the reader to imagine the world of the event or experience.
 - Use concrete sensory details.
 - Provide insight into why the selected event or experience is memorable.
- 2.2 Write responses to literature that:
- Demonstrate an understanding of the literary work.
 - Support judgments through references to both the text and prior knowledge.
- 2.3 Write information reports that:
- Frame a central question about an issue or situation.
 - Include facts and details for focus.
 - Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- 2.4 Write summaries that contain the main ideas and most significant details of the reading selection.

✓ Indicates standard addressed in this Reading-Writing Workshop.

Riverside Unified School District
Elementary Education

English Language Arts Content Standards
Reading and Writing

Grade 4

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

1.0 Written and Oral English Language Conventions

Sentence Structure

- 1.1** Use simple and compound sentences in writing and speaking.
- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

Grammar

- 1.3** Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

Punctuation

- 1.4** Use correct punctuation, including parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

Capitalization

- 1.6** Use correct capitalization, including names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

Spelling

- 1.7** Spell grade-level instructional words correctly including roots, inflections, suffixes and prefixes, and syllable constructions.

RIVERSIDE UNIFIED SCHOOL DISTRICT

WRITING RUBRIC – GRADE 4

Assign a score of 1 – 4 (or N/S) for each of the three areas: writing traits, conventions, and genre. Average the scores. Record each individual score and the average.

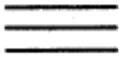
	WRITING TRAITS		WRITING CONVENTIONS
	IDEAS, ORGANIZATION, AND VOICE	SENTENCE VARIETY AND WORD CHOICE	CONVENTIONS AND PRESENTATION
4 ADVANCED (Masterful)	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> Includes clear and original ideas that enable the reader to imagine the topic Includes many well-chosen details that develop the topic Includes an introductory paragraph with an engaging topic sentence and a strong concluding paragraph Shows the author’s personality and feelings when applicable 	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> Includes many descriptive words that create a mental picture Includes rich vocabulary that adds life to the writing Includes transitional words 	<p><i>Has all qualities of the proficient score and</i></p> <ul style="list-style-type: none"> Uses correct punctuation and capitalization Contains few spelling errors
3 PROFICIENT (Capable)	<ul style="list-style-type: none"> Addresses the writing prompt Follows the requirements of the assignment for format and length Meets most of the writing application standards for the writing type Is focused and organized Includes details that support the topic Groups ideas into paragraphs Includes an introductory paragraph with a topic sentence Includes a concluding paragraph related to the topic Begins to show the author’s personality and feelings when applicable 	<ul style="list-style-type: none"> Varies the sentence structure and length Includes descriptive words that create a mental picture Includes some word choices that add life to the writing Includes some transitional words 	<ul style="list-style-type: none"> Generally uses correct punctuation and capitalization Spells high-frequency words and most previously studied words and spelling patterns correctly Contains few grammatical errors Is correctly written in D’Nealian cursive using proper spacing and margins
2 BASIC (Developing)	<ul style="list-style-type: none"> Addresses some parts of the writing prompt Follows some of the requirements of the assignment for format and length Meets some writing application standards for the writing type Is mostly focused and organized Includes a few details that support the topic Includes a topic sentence and closing sentence May be missing an introductory or concluding paragraph 	<ul style="list-style-type: none"> Includes complete sentences but may lack sentence variety Includes a few descriptive words Includes few transitional words 	<ul style="list-style-type: none"> Contains some errors in capitalization and punctuation Spells most high-frequency words and some previously studied words and spelling patterns correctly Contains some grammatical errors Is written in legible D’Nealian cursive Spacing and margins are mostly correct
1 BELOW BASIC (Limited)	<ul style="list-style-type: none"> Does not address the writing prompt Does not follow the requirements of the assignment for format and length Does not meet writing application standards for the writing type Is unfocused Shows little or no organization Does not include a topic sentence, closing sentence, or adequate details 	<ul style="list-style-type: none"> Lacks variety in sentence structure; sentences may not be well formed Contains some incomplete sentences Does not include descriptive words Does not include transitional words 	<ul style="list-style-type: none"> Contains many errors in capitalization and punctuation Contains many spelling errors Contains many grammatical errors Is not written in D’Nealian cursive or is difficult to read Uses inconsistent spacing and margins
N/S NOT SCOREABLE	<ul style="list-style-type: none"> No attempt Unreadable Message is not comprehensible 		

**RIVERSIDE UNIFIED SCHOOL DISTRICT
WRITING RUBRIC – GRADE 4**

Assign a score of 1 – 4 (or N/S) for each of the three areas: writing traits, conventions, and genre. Average the scores. Record each individual score and the average.

WRITING GENRE				
Performance Levels	1 Below Basic	2 Basic	3 Proficient	4 Advanced
Narrative Character	Describes and compares story characters with basic descriptors such as nice or mean.	Describes characters in increasing detail. Includes both physical and mental qualities, for example: <i>strong</i> or <i>kind</i> .	Describes characters with previously mentioned detail and includes their thoughts, feelings, and desires.	Describes characters with previously mentioned details. Life-like characters, actions, and speech enhance plot.
Narrative Plot	Inadequately developed plot. Sequence of events in chronological order.	Plot developed around a problem and its resolution. Moves logically with little elaboration or detail.	Plot developed around a problem, failed attempts, complications, and resolution. Moves logically through time, includes elaborate details.	Plot developed as previously described. Additionally, sequence of events move logically with elaborately detailed beginning, middle, and ending. Includes an effective conclusion. Subject and theme well developed throughout.
Narrative Setting	Setting consists of time (once upon a time or one day) and/or place.	Setting includes descriptions of time, character, and place.	Setting details are distinctive and appropriate to the story type (fantasy vs. realistic settings).	Setting includes all previously mentioned details. Described in a way that contributes to mood, suspense, humor, or excitement of the story.
Expository Structure	Statements are related to topic. Purpose (explain, describe, etc) is apparent. Extraneous material may be present.	Statements are related to topic. Purpose is apparent. Main points and supporting details can be identified.	Statements clearly on topic. Focused and organized around main points with supporting facts and assertions. Purpose obvious.	Statements clearly organized around main points with supporting facts or assertions. Supports facts with reference to prior knowledge. Uses compare and contrast in developing main points.
Persuasive	Statements too insufficient to show writer's purpose. No apparent order or organization.	Statements generally related to topic. Position vague or lacks clarity. Unrelated ideas or multiple positions included.	Statements related to topic. Position apparent, though focus may be too broad. Lacks adequate supporting facts.	Statements related to topic. Opening identifies position. Middle paragraphs develop and support position. Includes effective closing.
Business Letter	Writing demonstrates no awareness of standard business letter form. Purpose and context not clear.	Writing demonstrates some awareness of standard business letter form. Inconsistent use and placement of date, salutation, body, closing, and signature. Lacks clarity of purpose and content.	Writing demonstrates consistent use of standard business letter form including date, salutation, body, closing, and signature. Content focused and organized. Purpose is apparent.	Writing demonstrates consistent use of standard business letter form with correct punctuation. Content exceptionally clear, focused, and organized. Purpose is clearly stated.

RIVERSIDE UNIFIED SCHOOL DISTRICT
 Elementary Education Department
Proofreading Marks
 Grades 3 and 4

Mark	Explanation	Examples
	Begin a new paragraph. Indent the paragraph.	 We went to an air show last Saturday. Eight jets flew across the sky in the shape of V's, X's, and diamonds.
	Add letters, words, or sentences.	The leaves were red ^{and} orange. 
	Take out words, sentences, and punctuation marks. Correct spelling.	The sky is bright ^{blue} blew . Huge clouds , move quickly.
	Change a capital letter to a small letter.	The F ireflies blinked in the dark.
	Change a small letter to a capital letter.	New York <u>city</u> is exciting. 

RIVERSIDE UNIFIED SCHOOL DISTRICT, Elementary Education Department

Grade 4 Reading – Writing Workshop at a Glance

Theme 2 Expository (Response to Literature)

Note: Listed in the bottom row of each page are resources for grammar instruction in skills students would use when writing a response to literature.. Refer to the Daily Lesson Plans for a complete list of Theme 2 skills.

What will I learn? The characteristics, structure, and features of a well-written response to literature.	How will I show I have learned it? Define, identify, and highlight or label the characteristics, structure, and features of a model response to literature. Evaluate the sample using a rubric.
---	--

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Orientation/Presentation		Modeled Writing/Highly Structured Practice: Teacher-Created Examples				
What makes a good response to literature?		Prewriting	Prewriting and Drafting	Drafting	Revising and Proofreading	Evaluate and Publish
<p>*State overall two- part objective. Daily objectives will vary. *Connect to reading comprehension strategy: Evaluate, T185C, 190, and 192. *Connect to comprehension skill: Making judgments, T173. *Introduce academic vocabulary. *Review rubric. *Define and make a list of characteristics, structure, and features of genre. Teach lesson: Introducing the Genre, Response to Literature. *Discuss differences between summary and response to literature.</p>		<p>Introduce writing prompt and Student Checklist. Compare to posted class list of required elements. Focus Skill Lesson: Developing and Supporting a Thesis Statement. Organizing and Planning: Use a graphic organizer. *Introduce graphic organizer and compare organizer headings to class list of required elements. *Use Think Aloud strategy to model putting thesis and supporting evidence into the organizer.</p>	<p>Focus Skill: Review paraphrasing. Use only words and short phrases from the original text to complete organizer. Select details from the text that support the thesis. Begin model writing of draft of the essay. Stop before writing the conclusion.</p>	<p>Focus Skill Lesson: Writing a Good Concluding Paragraph. Finish the draft. Review the two ways to revise text—by adding and by deleting.</p>	<p>*Review Student Checklist and check for required elements. *Make revisions as needed to the thesis statement, supporting evidence, or concluding paragraph. *Proofread and edit. Check for capitalization of proper nouns.</p>	<p>*Create final draft of the response to literature essay. *Apply all parts of the rubric (genre, writing traits, and convention). *Post created samples (organizer, draft and final product) on Focus Wall. *Label/highlight Characteristics, structures, and features of genre.</p>
<p>*HM Daily Language Practice: T181L-L. *Proper Nouns, T181K, Transparency 2-5.</p>		<p>*HM DLP: T181K-L *Proper Nouns: Be Specific, T181K. **<i>Writing Resource Center, Reteaching Workbook: Using Exact Nouns, 21.</i></p>	<p>*HM DLP: T181L. * Proper Nouns, R26. * Proper Nouns, PB90. *Improving Your Writing: Main Idea and Details in an Essay, T181N, Transparency 2-9, PB93.</p>	<p>*HM DLP: T181L. * Improving Your Writing: Proofreading for Capitalization, T181L, Transparency 2-6, PB91.</p>	<p>*Improving Your Writing, T183E, Transp. RWW2-4, PB95. **<i>Writing Resource Center, Workbook Plus: Writing with Nouns, 23.</i></p>	<p>*Spiral Review: Comparing with Adjectives, T181Q. *<i>Writing Resource Center, Workbook Plus: Common and Proper Nouns, 21.</i></p>

Vocabulary: response to literature, thesis statement, introductory paragraph, supporting evidence, concluding paragraph.

Selection 1 Prompt: Write a response to literature explaining what Kimberly Willis Holt wants the reader to understand about author E. B. White and his writing.

Benchmark/Challenge Must Do: With a partner/independently, “take apart” the sample essay and map it into a blank graphic organizer.

Academic Vocabulary
Response to Literature
Grade 4, Theme 2, Selection 1

Response to literature: A judgment or interpretation about what an author wants a reader to know. It is supported by references to the text and to prior knowledge. (*A California Blueprint for Writing Instruction Using Houghton Mifflin Reading*, Theme 2, p. 3)

Thesis statement: A position or statement of opinion. In a response to literature, the thesis statement (or central idea) may take the place of a topic sentence. **The thesis statement should directly answer the question posed by the prompt.** (Ibid, Theme 2, p. 6)

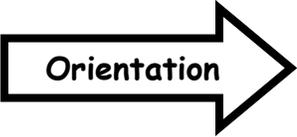
Introductory paragraph: Opening paragraph. In a response to literature essay, the introductory paragraph includes the thesis or central idea of the essay followed by an overview of the supporting details. (Ibid, Theme 2, p. 9)

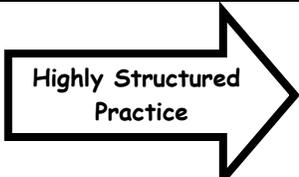
Supporting evidence: Facts, examples, or details that support a thesis statement. Supporting evidence may be from the text itself or from the reader's prior knowledge and experience. (Ibid, Theme 2, p.7; *2007 Reading Language Arts Framework for California Public Schools*, p. 133.)

Concluding paragraph: Ending paragraph that paraphrases the thesis and summarizes the supporting evidence. It uses some of the same language as the introductory paragraph to sum up the entire response. (*A California Blueprint for Writing Instruction Using Houghton Mifflin Reading*, Theme 2, p.10; TE181M)

Essay: A short piece of writing that expresses thoughts or feelings of the writer. An essay focuses on one central idea or thesis that is supported by examples and details. (TE, 181N)

Grade 4, Theme 2, RUSD Reading-Writing Workshop
Response to Literature
Writing Lesson Plan: Introducing the Genre (Expository)
 Selection 1, Day 1

Lesson Routine	Direct Instruction	Engagement Strategies
<p style="text-align: center;">Preteach</p> 	<p>Academic vocabulary: See list.</p> <p>Characteristics of the genre: Expository text is nonfiction. It conveys information. A response to literature is a form of expository writing that includes analysis of a literary work.</p>	
 <p style="text-align: center;">Orientation</p>	<p>Objective: What: The student will learn the characteristics and structure of a response to literature. How: By taking notes defining the required elements, highlighting examples in a model, including those elements in a teacher/class-created sample, and by comparing a response to literature with a summary.</p> <p>Review the characteristics of a summary (specifically: main ideas/events, important details, and paraphrasing). Tell students that a response to literature is different than a summary because it includes making a judgment about the author's intent or the underlying meaning of a story. To support that judgment, a student must include evidence from the story or from his/her prior knowledge. Examples from the story are paraphrased or summarized. Quotes from the story are used sparingly or not at all.</p> <p>During the theme: *Connect to reading comprehension strategy—evaluate (TE185C, 190, 202). *Connect to reading comprehension skills—making judgments (TE173), making inferences (TE185D, 191, 215A), compare and contrast (TE183); noting details (TE201), making generalizations (TE217D, 235, 245A); cause-effect (TE237).</p>	<p>Think-Pair-Discuss objective with a partner.</p> <p>In pairs, review notes on elements of a summary.</p>
 <p style="text-align: center;">Presentation</p>	<p>Introduce academic vocabulary. Define response to literature: A response to literature is an interpretation of what the author of a story wants the reader to know. The interpretation is supported with details or examples from the text</p>	<p>Take Notes</p>

	<p>or from the reader's prior knowledge.</p> <p>Characteristics: May present a judgment about the author's purpose for writing the story, an analysis of a character's personality or actions, or a prediction of an outcome that the author doesn't address.</p> <p>Structure: Includes an introductory paragraph with a thesis statement (or central idea) that communicates the student's interpretation of the text, supporting evidence with specific details from the text or from the student's prior knowledge, and a conclusion that restates the thesis and paraphrases the supporting evidence.</p> <p>Introduce sample response to literature based on <u>By the Shores of Silver Lake</u>.</p>	<p>Make a class list of the purpose, characteristics, and structure of a response to literature. Post the list.</p> <p>Work with a partner to write one sentence comparing or contrasting summary and response to literature.</p>
 <p>Highly Structured Practice</p>	<p>Teacher and students review and analyze sample response to literature of for required elements. Highlight and label elements in the sample.</p>	<p>As a class, highlight the thesis and supporting evidence in sample.</p>
 <p>Guided Practice</p>	<p>In Selection 2, students will work with a partner to label/highlight elements of a response to literature that evident in their first drafts. Students will produce a proficient response to literature composition with teacher and/or peer support as needed.</p>	<p>Write an essay with a partner or with teacher support.</p>
 <p>Independent Practice</p>	<p>In Selection 3, students will use the steps of the writing process to independently write a response to literature composition that includes a thesis statement, supporting evidence with specific details from the text and prior knowledge, and a conclusion that paraphrases the thesis and supporting evidence.</p>	
<p>Reteach</p> 	<p>Is reteaching necessary?</p> <p>If students are having difficulty determining the underlying meaning of the text, revisit reading comprehension lessons on drawing conclusions (TE 165) and making judgments (TE 173).</p>	
<p>Application</p> 	<p>How will learners apply newly acquired skill?</p> <p>Students will write a response to literature in selection 3 and revise it during selection 4.</p> <p>Theme 2 Reading Lions Assessment - Response to Literature</p>	

Sample Response to Literature

Writing Prompt: You have read an excerpt from By the Shores of Silver Lake, by Laura Ingalls Wilder. The story is historical fiction, based on Wilder's own experiences. What does the reader learn about the character of young Laura and her relationship with her sister, Mary?

In her book By the Shores of Silver Lake, Laura Ingalls Wilder tells stories based on events from her life. In this selection, Wilder tells a story about a train trip west with her mother and sisters. The reader learns that young Laura is a good sister and helpful daughter, and that she has a unique relationship with her older sister, Mary.

Laura is helpful to her mother and sisters throughout the trip. While the family waits for the train to arrive, Laura's younger sister, Carrie, is afraid to go. Laura knows this, and tries to distract Carrie by playing a game with her. Laura tries to help Carrie feel better even though Laura, too, is a little apprehensive. Laura tells Carrie to try to guess what their new homestead will look like. "You guess what it's like, Carrie, and then I'll guess," Laura says. As they board the train, Laura helps her older sister, Mary, up the stairs. Mary is blind, and Laura's father has told her that she has to use her eyes for Mary's. Mary calls it seeing out loud. Laura takes this responsibility seriously, and Mary rarely has to ask Laura to "see out loud" for her.

Laura and her sister, Mary, are very close. Laura seems happy to help her sister see the world through her words. Laura describes things in great detail for Mary. Through Laura's eyes, Mary sees the red velvet hat with pink roses on the lady with yellow hair. Mary also sees the man who stumbles as he tries to walk down the aisle of the train car while it lurches from side to side. Laura herself is fascinated as she watches the man pump water from a handle on the wall of the train car. Laura has never seen such a thing. She carefully walks to the pump and returns with drinks for herself and her sisters.

Through her story, Laura Ingalls Wilder shows the reader that young Laura is an inquisitive and helpful child. Laura helps her mother take care of the other children in the family, and she uses her talent with words to "see out loud" for her blind sister, Mary. Mary knew she could count on Laura. In the end, this special relationship may have helped the real Laura, too. She grew up to be a writer who had a talent with using her words to describe life in the 1800s.

WRITING

Expository Writing Prompt – Response to Literature

Writing Situation: You have read the article, “E. B. White: Animal Lover and Animal Author.” You are thinking about E. B. White’s life and his stories, such as Charlotte’s Web.

Purpose: To demonstrate your understanding of a story

Audience: Your teacher

Writing Directions: Think about Kimberly Willis Holt’s article on the writer E. B. White. Write a response to literature explaining what Kimberly Holt wants the reader to understand about E. B. White and his writing. Use a graphic organizer to plan your response. Refer to your anthology to write this essay.

Student Checklist:

Revising	
_____	Do you have an introductory paragraph with a thesis statement (central idea)?
_____	Do you support your thesis with examples from the story or from your own prior knowledge?
_____	Does each paragraph state a main idea that is supported by details?
_____	Do paragraphs connect in a logical order of importance?
_____	Does your essay show your understanding of the story?
_____	Does your essay have a strong conclusion that restates your thesis?
Proofreading	
_____	Did you write in well-organized paragraphs?
_____	Did you use a variety of sentence structures with proper subject-verb agreement?
_____	Did you use correct grammar, punctuation, capitalization, and spelling?

Conventions Score: _____/4

Genre Score: _____/4

Writing Traits Score: _____/4

TOTAL RUBRIC
SCORE: _____/4

Response to Literature
Grade 4, Theme 2, Graphic Organizer

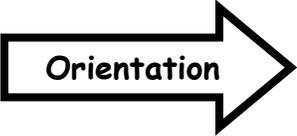
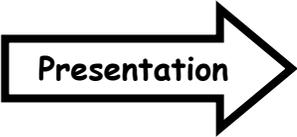
Introduction	Basic information about the reading: Title, author, topic
	Thesis statement: Essay writer's opinion or position
	Summarize major supporting evidence
	Transition sentence

Supporting Paragraph	Supporting evidence statement #1
	Detail or example from text or prior knowledge
	Detail or example from text or prior knowledge
	Detail or example from text or prior knowledge

Supporting Paragraph	Supporting evidence statement #2
	Detail or example from text or prior knowledge
	Detail or example from text or prior knowledge
	Detail or example from text or prior knowledge

Conclusion	Restate supporting evidence statement (reason) #1
	Restate supporting evidence statement (reason) #2
	Summarize the thesis statement

Grade 4, Theme 2, RUSD Reading-Writing Workshop
Response to Literature
Writing Lesson Plan: Develop and Support a Thesis Statement
 Selection 1, Day 3

Lesson Routine	Direct Instruction	Engagement Strategies
Preteach 	<p>Academic vocabulary: introductory paragraph, thesis statement, supporting evidence.</p> <p>Characteristics of the genre: Remind students that a response to literature requires an opinion in the form of a thesis statement.</p>	
	<p>Objective:</p> <p>What: The student will learn how to write and support a thesis statement for a response to literature essay.</p> <p>How: By discussing and analyzing a model, writing practice thesis statements with a partner, and by using the steps of the writing process to write a response to literature essay that includes a clear thesis statement supported by evidence from the text and from students' prior knowledge.</p>	<p>Think-Pair-Discus</p> <p>Compare: What is a response to literature essay? How is it different from a summary?</p>
	<p>Review academic vocabulary.</p> <p>Review definition of response to literature: A response to literature is an interpretation of what the author of a story wants the reader to know or understand. The interpretation is supported with details or examples from the text or from the reader's prior knowledge.</p> <p>Thesis statement: A position or statement of opinion. In a response to literature essay, the thesis statement (or central idea) might take the place of a topic sentence. <u>A thesis statement should directly answer the question in a prompt.</u></p> <p>Explain to students that the introductory paragraph of a response to literature essay is the place to answer the question posed by the prompt. The answer is the thesis statement—it is an opinion. It should come early in the introductory paragraph and may include some of the same words as the prompt. It is the foundation of the entire essay. The thesis statement must be supported by evidence from the text. It may also be supported by ideas from the writer's own experience.</p>	<p>Take Notes</p>

	<p>Think Aloud about how to develop a thesis statement for the prompt, "What does Kimberly Willis Holt want the reader to understand about E. B. White and his writing." To answer, I need to look at Holt's main points in the article. What does she say about White and his writing?</p> <p>Sample thesis statement: Kimberly Holt wants the reader to understand that E. B. White used his own life experiences with nature and animals as the inspiration for his writing.</p> <p>Write the sample thesis on chart paper.</p> <p>Think Aloud: What supporting evidence is present in the article? What do I know from my own experience about writers and their inspiration for stories? After discussion, add the two supporting statements from the sample to the posted thesis.</p> <p>**NOTE: Remind students why you put the title in quotation marks (because it is the title of an article). If it had been the title of a book, it would have been underlined.</p>	<p>Discuss in pairs. Make a class list of a few ideas.</p> <p>Discuss in pairs. Make a class list of some of the ideas.</p> <p>Post and label the sample thesis and supporting statements.</p>
 <p>Highly Structured Practice</p>	<p>Have students brainstorm different thesis statements for the same prompt. Have students find at least 2 details from the story to support each thesis statement.</p>	<p>Think-Pair-Discuss Students write ideas on whiteboards and show to a partner and the teacher.</p>
 <p>Guided Practice</p>	<p>In Selection 2, students will work with partners to develop thesis statements and identify supporting evidence in the text.</p>	<p>Work with a partner.</p>
 <p>Independent Practice</p>	<p>In Selection 3, students will develop their own thesis statements and supporting evidence while independently writing their essays.</p>	
<p>Reteach</p> 	<p>Is reteaching necessary? Keep students in a small group for additional guided practice as needed.</p>	
<p>Application</p> 	<p>How will learners apply newly acquired skill? Selection 3 Independent Practice</p> <p>Reading Lions Assessment- Response to Literature</p>	

E.B. White: Animal Lover and Animal Author

By Kimberly Willis Holt

Elwyn Brooks White loved animals long before he wrote his best-known book, Charlotte's Web. When he was a boy, his father once brought home an incubator and fifty eggs. One day the chicks began to hatch, and the whole family came to watch. Elwyn was the most eager observer, even though he was so short he could barely see the top of the table where the eggs rested. At last the excitement was over—all but three of the eggs hatched. The Whites' coachman thought these eggs had no chicks, so he put them on the manure pile outside the stable. Readers of Charlotte's Web may know what happened next—there in the “dung and the dark” the eggs hatched. Elwyn heard peeping and discovered the three forgotten chicks.

White once described himself as a boy who “felt for animals a kinship he never felt for people.” Born on 11 July 1899 in Mount Vernon, New York, he was the youngest of six children. In his quiet, tree-lined neighborhood, Elwyn usually awoke early to the chirping of starlings outside his bedroom window. He loved to spend time in the stable with the turkey, ducks, pigeons, and geese. He was also fascinated by the rats that resided underneath. Occasionally, a wild cat lived there, too. Like Wilbur the pig in Charlotte's Web, Elwyn felt lucky to live among all these different kinds of animals.

In fact, Elwyn was lucky in many ways. When he was six years old, he had the first child-sized bicycle on the block, and at eleven, he owned a dark green canoe. Later Elwyn, his brother, and his father built a motorboat they named *Jessie*, after his mother, “who couldn't swim and who hated and feared the water.” Most of all though, Elwyn felt lucky because he received lots of love and attention from his mother and especially from his father, who taught him to look at life in a positive way.

Even as young boy, Elwyn loved words and writing. When he was ten, he wrote to his brother Albert, saying “Received your letter with much rejoicing. I had to ask ma how to spell rejoicing and I don't know as I have it right yet. Please excuse me if I didn't or rather excuse ma.” Elwyn's early efforts showed the clear and concise style for which he later became known. At eleven, his first essay, called “A Winter Walk,” won a silver badge and was published in *St. Nicholas Magazine*, a children's periodical. Elwyn was a big fan of the magazine, which featured a monthly writing contest. He typed his manuscripts on an Oliver typewriter in his brother Stanley's room and later said, “It was the noisy excitement connected with borrowing and using this machine that encouraged me to be a writer.”

Holt, K. W. “E. B. White: Animal Lover and Animal Author.” From Houghton Mifflin Reading.

After he married, White and his family divided their time between New York and a farm in Maine, where he had spent many summers as a child. White thought the farm was an odd place for a man who loved animals, since “the odor of doom hangs about them always.” A feeling of betrayal became more evident to White when he raised several pigs. He once said, “It used to be clear to me, slopping a pig, that as far as the pig was concerned, I could not be counted on, and this, as I say, troubled me.”

No doubt this sentiment helped inspire White to write his famous story about a pig whose life is saved. White had been observing a spider in the farm’s backhouse, and on the way to feed his pigs one day, the idea came to him to make that spider, whom he called Charlotte, the story’s heroine. He began working on Charlotte’s Web in 1950. While working on the book at his farm, he wrote a letter to his editor in which he said, “Wish you could be here today to see my characters in the flesh. Had a lamb arrive yesterday morning at breakfast time—a boy. He is already out in the barnyard, playing in a snowdrift. Two of my geese are nesting—one of them right in the sheepshed, the other atop a manure pile. Charlotte’s children are due shortly. It’s quite a day here today.”

As much as farm life in Maine influenced White’s writings, memories of his childhood appeared on many of his pages. For example, the original title character of Stuart Little was a pet mouse White kept as a boy, and like young Elwyn, Fern, the girl in Charlotte’s Web, “loved early morning because it was quiet and fresh and smelled good.” She, too, was small for her age and loved animals as much as White did. White also gave some of these same qualities to Sam in The Trumpet of the Swan.

Although E.B. White is probably best known as a children’s author, he also wrote adult articles for the magazine, The New Yorker. There, too, many of his essays covered natural subjects, including grizzly bears, raccoons, geese, and the environment.

Upon finishing Charlotte’s Web, White wrote, “After I get through with a book, it always seems terrible—for a while, anyway... . Whether children will find anything amusing in it, only time will tell.” Time did tell. Millions of copies of Charlotte’s Web have been sold, and the book remains a favorite in many households. The story ends, “It is not often that someone comes along who is a true friend and a good writer. Charlotte was both.” E. B. White’s many fans would agree that the same could be said of her animal-loving creator.

Holt, K. W. “E. B. White: Animal Lover and Animal Author.” From Houghton Mifflin Reading.

E.B. White: Animal Lover and Animal Author

By Kimberly Willis Holt

Elwyn Brooks White loved animals long before he wrote his best-known book, *Charlotte's Web*. When he was a boy, his father once brought home an incubator and fifty eggs. One day the chicks began to hatch, and the whole family came to watch. Elwyn was the most eager observer, even though he was so short he could barely see the top of the table where the eggs rested. At last the excitement was over—all but three of the eggs hatched. The Whites' coachman thought these eggs had no chicks, so he put them on the manure pile outside the stable. Readers of *Charlotte's Web* may know what happened next—there in the “dung and the dark” the eggs hatched. Elwyn heard peeping and discovered the three forgotten chicks.

White once described himself as a boy who “felt for animals a kinship he never felt for people.” Born on 11 July 1899 in Mount Vernon, New York, he was the youngest of six children. In his quiet, tree-lined neighborhood, Elwyn usually awoke early to the chirping of starlings outside his bedroom window. He loved to spend time in the stable with the turkey, ducks, pigeons, and geese. He was also fascinated by the rats that resided underneath. Occasionally, a wild cat lived there, too. Like Wilbur the pig in *Charlotte's Web*, Elwyn felt lucky to live among all these different kinds of animals.

In fact, Elwyn was lucky in many ways. When he was six years old, he had the first child-sized bicycle on the block, and at eleven, he owned a dark green canoe. Later Elwyn, his brother, and his father built a motorboat they named *Jessie*, after his mother, “who couldn't swim and who hated and feared the water.” Most of all though, Elwyn felt lucky because he received lots of love and attention from his mother and especially from his father, who taught him to look at life in a positive way.

Even as young boy, Elwyn loved words and writing. When he was ten, he wrote to his brother Albert, saying “Received your letter with much rejoicing. I had to ask ma how to spell rejoicing and I don't know as I have it right yet. Please excuse me if I didn't or rather excuse ma.” Elwyn's early efforts showed the clear and concise style for which he later became known. At eleven, his first essay, called “A Winter Walk,” won a silver badge and was published in *St. Nicholas Magazine*, a children's periodical. Elwyn was a big fan of the magazine, which featured a monthly writing contest. He typed his manuscripts on an Oliver typewriter in his brother Stanley's room and later said, “It was the noisy excitement connected with borrowing and using this machine that encouraged me to be a writer.”

Holt, K. W. “E. B. White: Animal Lover and Animal Author.” From Houghton Mifflin Reading.

After he married, White and his family divided their time between New York and a farm in Maine, where he had spent many summers as a child. White thought the farm was an odd place for a man who loved animals, since “the odor of doom hangs about them always.” A feeling of betrayal became more evident to White when he raised several pigs. He once said, “It used to be clear to me, slopping a pig, that as far as the pig was concerned, I could not be counted on, and this, as I say, troubled me.”

No doubt this sentiment helped inspire White to write his famous story about a pig whose life is saved. White had been observing a spider in the farm’s backhouse, and on the way to feed his pigs one day, the idea came to him to make that spider, whom he called Charlotte, the story’s heroine. He began working on Charlotte’s Web in 1950. While working on the book at his farm, he wrote a letter to his editor in which he said, “Wish you could be here today to see my characters in the flesh. Had a lamb arrive yesterday morning at breakfast time—a boy. He is already out in the barnyard, playing in a snowdrift. Two of my geese are nesting—one of them right in the sheepshed, the other atop a manure pile. Charlotte’s children are due shortly. It’s quite a day here today.”

As much as farm life in Maine influenced White’s writings, memories of his childhood appeared on many of his pages. For example, the original title character of Stuart Little was a pet mouse White kept as a boy, and like young Elwyn, Fern, the girl in Charlotte’s Web, “loved early morning because it was quiet and fresh and smelled good.” She, too, was small for her age and loved animals as much as White did. White also gave some of these same qualities to Sam in The Trumpet of the Swan.

Although E.B. White is probably best known as a children’s author, he also wrote adult articles for the magazine, The New Yorker. There, too, many of his essays covered natural subjects, including grizzly bears, raccoons, geese, and the environment.

Upon finishing Charlotte’s Web, White wrote, “After I get through with a book, it always seems terrible—for a while, anyway... . Whether children will find anything amusing in it, only time will tell.” Time did tell. Millions of copies of Charlotte’s Web have been sold, and the book remains a favorite in many households. The story ends, “It is not often that someone comes along who is a true friend and a good writer. Charlotte was both.” E. B. White’s many fans would agree that the same could be said of her animal-loving creator.

Response to Literature – E. B. White Biography

Grade 4, Theme 2, Sample Completed Graphic Organizer

Writing Prompt: Think about Kimberly Willis Holt’s article on the writer E. B. White. Write a response to literature explaining what Holt wants the reader to understand about E. B. White and his writing. Use a graphic organizer to plan your response. Refer to your anthology to write this essay.

Introduction	Basic information about the reading: Title, author, topic “E. B. White: Animal Lover and Animal Author,” by Kimberly Willis Holt, about novelist and essayist E. B. White.
	Central idea (thesis statement): Essay writer’s opinion or position Holt wants the reader to understand how author E. B. White used his own life experiences with animals as the inspiration for his writing.
	Summarize major supporting evidence <ul style="list-style-type: none">• Characters and setting for <u>Charlotte’s Web</u>, and other books, based on White’s own farm and barnyard animals.• Some characters had traits in common with White.
	Transition sentence Writers often write about things they know and love.

Supporting Paragraph	Supporting evidence statement #1 The settings and characters in Whites books for children were inspired by his experiences with farms and animals, both as a child and as an adult.
	Detail or example from text or prior knowledge <ul style="list-style-type: none">• Setting for <u>Charlotte’s Web</u> is a farm and the barn.• Characters are barnyard animals—pigs, ducks, geese, mice, and even a spider.
	Detail or example from text or prior knowledge <ul style="list-style-type: none">• Inspiration for Wilbur, the pig in <u>Charlotte’s Web</u>, came from White’s days feeding pigs on his farm in Maine.• Charlotte herself was a creature in White’s barn.
	Detail or example from text or prior knowledge <ul style="list-style-type: none">• “Wish you could be here today to see my characters in the flesh,” White wrote in a letter to his editor. “Charlotte’s children are due any day.”

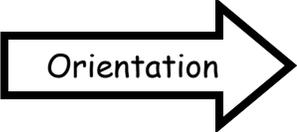
Response to Literature – E. B. White Biography

Grade 4, Theme 2, Sample Completed Graphic Organizer

Supporting Paragraph	Supporting evidence statement #2 Just as White’s life experiences were incorporated into his writing, so, too, was White himself.
	Detail or example from text or prior knowledge <ul style="list-style-type: none">• Fern, the girl in <u>Charlotte’s Web</u>, was an animal lover, small for her age just like White.• Wilbur, too, is the smallest pig (runt) of his litter.• Fern and White loved early morning walks because the air was “fresh and smelled good.”
	Detail or example from text or prior knowledge <ul style="list-style-type: none">• White shared characteristics with Charlotte, the spider.• White and Charlotte are both friends of animals and “writers.”• Charlotte is a “writer” in <u>Charlotte’s Web</u>.• White “felt for animals a kinship he never felt for people.”

Conclusion	Restate supporting evidence statement (reason) #1 Holt connects the barns, farms, and animals from White’s everyday life to characters and settings in <u>Charlotte’s Web</u> and other books.
	Restate supporting evidence statement (reason) #2 She also shows the similarities between White and some of his characters.
	Summarize the thesis statement Kimberly Willis Holt clearly demonstrates that E. B. White, like many other good writers, used his own feelings and experiences in his writing.

Grade 4, Theme 2, RUSD Reading-Writing Workshop
Response to Literature
Writing Lesson Plan: Writing a Good Conclusion
 Selection 1, Day 5

Lesson Routine	Direct Instruction	Engagement Strategies
Preteach 	Academic vocabulary: introductory paragraph, thesis statement, supporting evidence, paraphrasing, concluding paragraph.	
 Orientation	Objective: What: The student will learn to write a concluding paragraph to an essay. How: By paraphrasing the introductory paragraph.	Think-Pair-Discuss academic vocabulary.
 Presentation	Explain to students that a concluding paragraph reminds the reader of the thesis statement and the supporting evidence. It is not a copy of the introductory paragraph, but uses the same ideas and substitutes synonyms for key words and phrases. Some sample sentence starters for concluding paragraphs include, <i>Clearly, In conclusion, In fact, To sum up, Truly, Certainly.</i> Choral read the introductory paragraph that was created yesterday. Use Think Aloud strategy to demonstrate how to paraphrase and substitute synonyms for some key words and phrases in the first two sentences of the paragraph.	Take Notes Choral Read
 Highly Structured Practice	Go through the remaining sentences one at a time. Give students the opportunity to revise each sentence so that it would fit in the concluding paragraph. They can share their ideas in table groups and then report out to the class.	Students use whiteboards. Numbered Heads-share out revisions.
 Guided & Independent Practice	In Selection 2, students will work with partners to write concluding paragraphs for a new prompt. In Selection 3, students will develop their own concluding paragraphs.	
Reteach 	Is reteaching necessary? Review paraphrasing lesson taught during the Theme 1 Reading-Writing Workshop	
Application 	How will learners apply newly acquired skill? Selection 3 independent practice essay. Reading Lions, Theme 2 Assessment-Response to Literature	

RIVERSIDE UNIFIED SCHOOL DISTRICT, Elementary Education Department

Grade 4 Reading – Writing Workshop at a Glance

Theme 2 Expository (Response to Literature)

Note: Listed in the bottom row of each page are resources for grammar instruction in skills students would use when writing a response to literature.. Refer to the Daily Lesson Plans for a complete list of Theme 2 skills.

<p>What will I learn? Make a judgment about a literary work and support the judgment with evidence from the text in a response to literature essay.</p>	<p>How will I show I have learned it? Use the steps of the writing process to establish and support a thesis (central idea) in a response to literature essay with peer or teacher support.</p>
--	--

Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
Highly Structured/Guided Practice: Students write to a new, common prompt with teacher guidance and support.						
Prewriting	Prewriting	Drafting	Drafting	Revising	Proofreading & Editing	Evaluating & Publishing
<p>*State overall two-part objective. Daily objectives will vary. *Review academic vocabulary and required elements of essay. Refer to class list and posted samples. *Introduce new prompt and review Student Checklist. *Discuss the prompt question whole class. *In pairs using whiteboards, students write ideas for thesis statements. Share and discuss. *Connect to comprehension strategy: evaluate, T185C; and comprehension skill: making inferences, T191 and T195D.</p>	<p>*Choose (with the class) a thesis statement for students to develop. *Begin completing a shared organizer by writing in the title, author, and thesis. *As a class, identify two significant pieces of evidence from the text that support the thesis. *Model adding those to the shared organizer. *Model adding one or two details organizer with class input. * Some students will be able to complete graphic organizer on their own, others will need teacher support.</p>	<p>*Teach lesson: Quoting Information from Text. *Use Think Aloud strategy to model selecting one short quote to illustrate each supporting statement in the graphic organizer. *Add each quote to the organizer. *Write the topic paragraph together as a class. *In pairs or a small group with the teacher, students continue writing the middle paragraphs of their drafts using information from the organizer. *Connect to comprehension skill lesson: making inferences, T215A.</p>	<p>*Review lesson on writing a good conclusion. *Write a shared conclusion that all students <u>may</u> use. *When they are finished, students should pair up to review each other’s essays using the revising portion of the Student Checklist. Have them make notes for future revisions. *For Day 12, select one or two student drafts that need revision. Ask permission to revise them in a mini-lesson (with the names removed).</p>	<p>*Review two steps for revising—add and delete text (refer to Theme 1 lessons). *Discuss and revise one or two student-written paragraphs using a transparency or document camera. *Focus on adding details to statements that are not adequately supported by evidence from the text. *Correct run-on or choppy sentences. *Students revise their essays in pairs, independently, or with the teacher.</p>	<p>*Discuss the Proofreading Checklist and review editing marks. Add skills to Proofreading Checklist: correct punctuation of quotations and titles, capitalize proper nouns (including titles and names of characters). *Model proofreading using one or two student-written paragraphs. *Students proofread and edit their essays in pairs or with the teacher.</p>	<p>*Students create final drafts of their essays. *The teacher will finish the version he/she has been writing with students who need extra support. * Evaluate essays using the rubric. Highlight descriptors. *Set a goal for improvement in at least one area of the rubric on the next essay. *Post student and teacher/student essays. *Label/highlight required elements in posted samples.</p>
<p>*HM Daily Language Practice: 215K-L. *Singular & Plural Nouns, T215K, Transparency 2-13.</p>	<p>*HM DLP: 215K-L. *Singular & Plural Nouns, PB109. *A Character Sketch, 215M-N. Transparency 216, PB112.</p>	<p>*HM DLP: 215K-L. *Singular & Plural Nouns, T215K.</p>	<p>*HM DLP: 215L. *Singular and Plural Nouns, R27, PB110. *Improving Your Writing: Correcting Run-ons, T215N, PB113.</p>	<p>*HM DLP: 215L. *Improving Your Writing: Using Exact Nouns, T215L, PB111. *Spiral Review, 215Q-R.</p>	<p>*<i>Writing Resource Center, Workbook Plus:</i> Using Exact Nouns, 35. *<i>Writing Resource Center, Reteaching Workbook:</i> Singular and Plural Nouns, 16.</p>	<p>*Use short selections from students’ essays to highlight good writing, sentence variety, well supported thesis statements, etc.</p>

Vocabulary: response to literature, thesis statement, introductory paragraph, supporting evidence, quotation, concluding paragraph.

Selection 2 Prompt: Write a response to literature explaining why Tomás kept going back to the library whenever he could that summer.

Benchmark/Challenge Must Do: Practice writing thesis statements: choose a piece of familiar text and write both a prompt question and a thesis statement in response.

WRITING

Expository Writing Prompt – Response to Literature

Writing Situation: You have read Tomás and the Library Lady. You are thinking about Tomás and his experiences with his family and with the library lady.

Purpose: To demonstrate your understanding of a story

Audience: Your teacher

Writing Directions: At the beginning of the story, Tomás was nervous about going into the library for the first time. Write a response to literature explaining why Tomás kept going back to the library whenever he could that summer. Use a graphic organizer to plan your response. Refer to your anthology to write this essay.

Student Checklist:

Revising	
_____	Do you have an introductory paragraph with a thesis statement (central idea)?
_____	Do you support your thesis with examples from the story or from your own prior knowledge?
_____	Does each paragraph state a main idea that is supported by details?
_____	Do paragraphs connect in a logical order of importance?
_____	Does your essay show your understanding of the story?
_____	Does your essay have a strong conclusion that restates your thesis?
Proofreading	
_____	Did you write in well-organized paragraphs?
_____	Did you use a variety of sentence structures with proper subject-verb agreement?
_____	Did you use correct grammar, punctuation, capitalization, and spelling?

Conventions Score: _____/4

Genre Score: _____/4

Writing Traits Score: _____/4

TOTAL RUBRIC
SCORE: _____/4

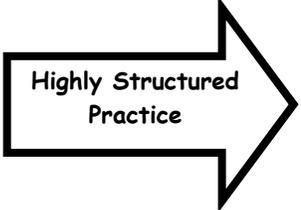
Grade 4, Theme 2, RUSD Reading-Writing Workshop

Response to Literature

Quoting Information from Text

Selection 2, Day 10

Lesson Routine	Direct Instruction	Engagement Strategies
<p>Preteach</p> 	<p>Academic vocabulary: paraphrase, quote, cite, quotation marks, comma.</p>	
 <p>Orientation</p>	<p>Objective: What: The student will learn how to use, punctuate, and attribute short quotes from text. How: By correctly using and punctuating short quotations from text to support an idea in a response to literature essay.</p> <p>Review paraphrasing lesson taught during Reading-Writing Workshop for Theme 1.</p>	<p>Idea Wave- Students list 3-5 important ideas about paraphrasing. One student orally shares one idea, the person to the right states another idea. This continues through the class until all important ideas have been reviewed.</p>
 <p>Presentation</p>	<p>Explain to students that there are two ways to note details from the text. One way is to paraphrase what the author has said. The other way is to quote the author's exact words. Use direct quotes sparingly; most of writing should be in a student's own words. However, sometimes a short quote is the best way to support a main idea from the text. Start with one way to quote, with the citation at the end.</p> <ul style="list-style-type: none"> Place quotation marks only around the author's words. Capitalize the first word of the quote, place a comma at the end of the quote (inside the quotation marks), and cite the source. <p>Model how to pull a direct quote from <u>Tanya's Reunion</u> to support an answer to the prompt. For example, when developing the first supporting paragraph to communicate that Tanya was excited about going to the farm, include the following quote from p. 190.</p> <p>"A trip with Grandma! Just the two of them," Tanya thought.</p> <p>Discuss/highlight the placement of quotation marks and comma.</p>	<p>With a partner, compare and contrast paraphrasing and quoting text.</p> <p>Using whiteboards, students practice extracting short quotes from text and punctuating them correctly.</p> <p>Highlight punctuation quotations on posted sample essay.</p>

 <p>Highly Structured Practice</p>	<p>Work with students to identify a quote from the text to support how Tanya felt when she arrived at the farm. Once the quote is identified, have students write it on their whiteboards using correct placement of quotation marks and a comma. Check for accuracy.</p>	<p>Students practice on whiteboards, show a partner, then show the teacher what they have written.</p>
 <p>Guided Practice</p>	<p>During the editing process, students will work with partners to correctly punctuate any quotes they have pulled from the text.</p>	<p>Work with a partner.</p>
 <p>Independent Practice</p>	<p>In Selection 3, students will independently practice including short direct quotations from the text when composing their Response to Literature essays.</p>	
<p>Reteach</p> 	<p>Is reteaching necessary? Include short reteach lessons during UA small-group instruction as needed.</p>	
<p>Application</p> 	<p>How will learners apply newly acquired skill? Reading Lions, Theme 2 Assessment- Response to Literature</p>	

RIVERSIDE UNIFIED SCHOOL DISTRICT, Elementary Education Department
Grade 4 Reading – Writing Workshop at a Glance
Theme 2 Expository (Response to Literature)

Note: Listed in the bottom row of each page are resources for grammar instruction in skills students would use when writing a response to literature.. Refer to the Daily Lesson Plans for a complete list of Theme 2 skills.

What will I learn? Make a judgment about a literary work and support the judgment with evidence from the text in a response to literature essay.	How will I show I have learned it? Use the steps of the writing process to establish and support a thesis (central idea) in a response to literature essay.
--	---

Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21
Guided/Independent Practice: Students Write Independently Using a New Common Prompt						
Prewriting	Prewriting/Drafting	Drafting	Revising	Revising	Editing	Set Goals
<p>*State overall two-part objective. Daily objectives will vary.</p> <p>*Review academic vocabulary and required elements of essay. Refer to class list and posted samples.</p> <p>*Introduce new prompt and review Student Checklist.</p> <p>*Think-Pair-Share: Write a thesis statement in response to the prompt.</p> <p>*Discuss.</p> <p>*Think-Pair-Share: Write two supporting statements using evidence from the text.</p> <p>*Discuss.</p>	<p>*Students independently complete graphic organizer.</p> <p>*Students may select one short quote to add as evidence, and include it in the organizer.</p> <p>*Students independently write draft.</p> <p>*Some may be working with the teacher in a small group.</p>	<p>*Students finish drafts.</p> <p>*Use Student Checklist to check for required elements of a response to literature essay.</p>	<p>*Writing Lesson: Revise by Rearranging and Consolidating.</p> <p>*In pairs or a small group with the teacher, students choose one paragraph to revise by rearranging and consolidating information. Each student revises his/her own paragraph after discussing with a partner.</p>	<p>*Review revision strategies: rearrange and consolidate.</p> <p>*In pairs or with the teacher, students revise a different paragraph by rearranging and consolidating information. Each student revises his/her own paragraph after discussing with a partner.</p>	<p>*Review correct punctuation for quotations, possessive nouns. Review capitalization for titles and proper nouns. Underline book titles and put article titles in quotes.</p> <p>*Students independently proofread and edit drafts.</p> <p>*Students should go through their essay for one skill at a time. For instance, look first for just capital letters at the beginning of sentences, in titles, and in proper nouns. Then review for possessive nouns, etc.</p>	<p>*Students independently evaluate their revised and edited essays using the rubric. Highlight rubric descriptors that apply. Students give themselves a score in each area.</p> <p>*Collect drafts and group them into groups with common needs. See notes for Day 22.</p> <p>*Students will not publish final draft of this essay until the end of Selection 4.</p>
<p>*HM Daily Language Practice: 245K-L.</p> <p>*More Plural Nouns, T245K, Transparency 2-22.</p>	<p>*HM DLP: 245K-L.</p> <p>*Plural Nouns, PB124.</p>	<p>*HM DLP: 245K-L.</p> <p>*More Plural Nouns-Bag that Plural, T245K.</p>	<p>*HM DLP: 245L.</p> <p>*More Plural Nouns, R28, PB125.</p> <p>*Improving Your Writing: Keeping to the Point, T245N, PB128.</p>	<p>*HM DLP: 245L.</p> <p>*Improving Your Writing: Proofreading for Noun Endings, T245L, Transparency 2-23, PB126.</p>	<p><i>*Writing Resource Center, Workbook Plus: Writing with Nouns, 23.</i></p>	<p><i>*Writing Resource Center, Workbook Plus: Writing with Nouns, P. 24.</i></p>

Vocabulary: response to literature, thesis statement, introductory paragraph, supporting evidence, concluding paragraph.

Selection 3 Prompt: Write a response to literature essay explaining how Tanya’s feelings about the farm change from the time she learns of the trip to the last night described in Tanya’s Reunion.

WRITING

Expository Writing Prompt – Response to Literature

Writing Situation: You are thinking about the character Tanya, from the story Tanya’s Reunion.

Purpose: To demonstrate your understanding of a story

Audience: Your teacher

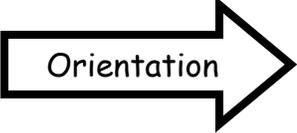
Writing Directions: Think about Tanya’s feelings and how they change from the beginning of the story to the end. Write a response to literature essay explaining how Tanya’s feelings about the farm change from the time she learns of the trip to the last night described in the story. Use a graphic organizer to plan your response. Refer to your anthology to write this essay.

Student Checklist:

Revising	
_____	Do you have an introductory paragraph with a thesis statement (central idea)?
_____	Do you support your thesis with examples from the story or from your own prior knowledge?
_____	Does each paragraph state a main idea that is supported by details?
_____	Do paragraphs connect in a logical order of importance?
_____	Does your essay show your understanding of the story?
_____	Does your essay have a strong conclusion that restates your thesis?
Proofreading	
_____	Did you write in well-organized paragraphs?
_____	Did you use a variety of sentence structures with proper subject-verb agreement?
_____	Did you use correct grammar, punctuation, capitalization, and spelling?

Conventions Score: _____/4	TOTAL RUBRIC SCORE: _____/4
Genre Score: _____/4	
Writing Traits Score: _____/4	

Grade: 4, Theme 2, RUSD Reading-Writing Workshop
 Response to Literature
Revise by Consolidating and Rearranging Text
 Selection 3, Day 18 and 19

Lesson Routine	Direct Instruction	Engagement Strategies
<p style="text-align: center;">Preteach</p> 	<p>Academic vocabulary: edit, revise, add, delete, consolidate, rearrange, main idea, details.</p>	
	<p>Objective: What: The student will learn to improve coherence and progression of a draft. How: By consolidating and rearranging information.</p>	
	<p>Review academic vocabulary. Remind students that revising means to change. Review ways to add and delete information during revising. Today we will focus on consolidating and rearranging information. Explain to students that effectively consolidating and rearranging information in written work makes the message clearer to the reader. It is done to ensure that main ideas and the details that support them are grouped together in a logical sequence. Discuss definition of rearranging. Clarify for students that information can be rearranged (or moved) within a sentence, paragraph, or within an essay. Explain that consolidating information can be done by combining sentences or parts of sentences. Remind students that when information is combined, any remaining unnecessary words or phrases will need to be deleted. Students should combine sentences or sentence parts that tell the same thing about the topic and then delete any unnecessary words. Introduce the first strategy for rearranging. Refer to Teacher's Annotated Directions for modeling and for highly structured practice.</p>	<p style="text-align: center;">Take Notes</p>

 <p>Highly Structured Practice</p>	<p>Introduce Transparency or BLM: Revise by Rearranging and Consolidating, <u>Tanya's Reunion</u>. When revising, check for paragraph coherence by highlighting each main idea and the details that support it in the same color. This will make it obvious to students that rearranging is necessary.</p> <p>Highlight one main idea. Highlight all supporting sentences in the same color. Repeat this step for the second main idea.</p> <p>Make notes, use arrows, or number sentences to show where the incorrectly placed sentences will be placed.</p> <p>Remind students that if they rely on their graphic organizer during the planning and drafting phases of writing, they will need to do less rearranging.</p> <p>Model and use Think Aloud strategy to demonstrate how to consolidate and rearrange information.</p>	<p>Highlight main ideas and supporting details in the same color.</p> <p>Students use light-colored crayon or highlighters.</p>
 <p>Guided Practice</p>	<p>Students will work with a partner to create a well developed paragraph with sentences from the model that belong together. Students will follow the same steps to rearrange and consolidate these sentences.</p> <p>Share paragraphs and examples of revision.</p>	<p>Think, pair, share, write paragraph with a partner.</p> <p>Teacher monitors all pairs.</p>
 <p>Independent Practice</p>	<p>Students will revise original responses to literature by adding, deleting, consolidating, and rearranging information from the original text.</p>	
<p>Reteach</p> 	<p>Is reteaching necessary?</p> <p>Students work with the teacher in a small group to revise students' essays.</p>	
<p>Application</p> 	<p>How will learners apply newly acquired skill?</p> <p>Students will use the strategies (add, delete, consolidate, and rearrange) to revise their essays based on Tanya's Reunion.</p> <p>Reading Lions, Theme 2 Assessment-Response to Literature</p>	

Grade 4, Theme 2, Selection 3
Revise by Rearranging and Consolidating
Excerpt from Sample Response to Literature: Tanya's Reunion
Teacher Directions for Modeling Revision

Below is an excerpt from a sample response to literature. The ideas are not organized in a logical way. They need to be **moved, or rearranged**. Read the entire segment. Discuss the sentences. Some are about Tanya's feelings early in the story and others are about her feelings when she gets to the farm.

Teacher Modeling—Rearrange: First, use one color to highlight sentences that contain information about how Tanya feels early in the story, before she gets to the farm. Use another color to highlight sentences that are about how Tanya feels when she arrives at the farm. Use the Think Aloud strategy to clarify why specific sentences are grouped together.

Main idea #1: At the beginning of the story, Tanya is excited. (sentences 1, 3, 4, 7, 10, 12)

Main idea #2: When she arrives at the farm, Tanya is disappointed. (sentences 2, 5, 6, 8, 9, 11)

Teacher Modeling – Rearrange: Highlight sentences that are related to main idea #1.

¹At the beginning of the story, Tanya is excited because has never been to a farm and she has a picture in her mind of what it will look like. ²They finally reach the farmhouse. ³Her parents agree that she can go on the trip with Grandma. ⁴Tanya and Grandma travel a long distance. ⁵Grandma has to shake her awake when the bus stops. ⁶When she finally sees the farmhouse, Tanya is disappointed by the sight. ⁷“A trip with Grandma! Just the two of them,” thought Tanya. ⁸Tanya is exhausted by the journey. ⁹The farmhouse doesn't look at all like what she imagined. ¹⁰Tanya's grandmother tells stories about her life on the farm. ¹¹The paint of the house is faded and the dust gets her socks and shoes dirty. ¹²Tanya feels special.

Teacher Modeling: Discuss the highlighted sentences. Rewrite the sentences for main idea #1 so they are grouped together **in a logical order**. An example is below.

³Her parents agree that she can go on the trip with Grandma. ¹At the beginning of the story, Tanya is excited because she has never been to a farm and she has a picture in her mind of what it will look like. ¹²Tanya feels special. ⁷“A trip with Grandma! Just the two of them,” she thought. ⁴Tanya and Grandma travel a long distance. ¹⁰Tanya's grandmother tells stories about her life on the farm.

Teacher Modeling – Consolidate: Reread the sentences and determine what could be combined, or consolidated. Combining sentences gets rid of unnecessary sentences or phrases. It can also eliminate short, choppy sentences.

~~—³Her parents agree that she can go on the trip with Grandma.~~ ¹At the beginning of the story, Tanya is excited because she has never been to a farm. ~~and~~ she has a picture in her mind of what it will look like. ¹²Tanya feels special because she gets to go with Grandma. ~~⁷“A trip with Grandma!”~~ “Just the two of them,” she thought.

On the long bus ride,

~~⁴Tanya and Grandma travel a long distance.~~ ¹⁰Tanya’s grandmother tells stories about her life on the farm.

Note: The consolidate/rearrange strategies for revision may be more difficult for students than the add/delete strategies. The set of all four strategies for revising should be used frequently and students may need repeated opportunities for teacher modeling, highly structured practice, and guided or independent practice of any or all of the strategies.

Grade 4, Theme 2, Selection 3
Revise by Rearranging and Consolidating
Excerpt from Sample Response to Literature: Tanya's Reunion

Teacher Directions for Highly Structured/Guided Practice

1. Revise by Rearranging

Below is the same excerpt from a response to literature based on Tanya's Reunion. The first group of ideas, related to main idea # 1, has been rearranged and consolidated.

Sentences 2, 5, 6, 8, 9, 11 are statements about how Tanya feels when she arrives at the farm. They belong with main idea #2. **Revise the sentences related to main idea # 2 by rearranging and consolidating them.**

Rearrange: Highly Structured or Guided Practice

¹At the beginning of the story, Tanya is excited because has never been to a farm and she has a picture in her mind of what it will look like. ²They finally reach the farmhouse. ³Her parents agree that she can go on the trip with Grandma. ⁴Tanya and Grandma travel a long distance. ⁵Grandma has to shake her awake when the bus stops. ⁶When she finally sees the farmhouse, Tanya is disappointed by the sight. ⁷“A trip with Grandma! Just the two of them,” thought Tanya. ⁸Tanya is exhausted by the journey. ⁹The farmhouse doesn't look at all like what she imagined. ¹⁰Tanya's grandmother tells stories about her life on the farm. ¹¹The paint of the house is faded and the dust gets her socks and shoes dirty. ¹²Tanya feels special.

2. Revise by Consolidating: These sentences have been rearranged. They need to be **consolidated or combined** where possible.

⁵Grandma has to shake her awake when the bus stops. ⁸Tanya is exhausted by the journey. ²They finally reach the farmhouse. ⁶When she finally sees the farmhouse, Tanya is disappointed by the sight. ⁹The farmhouse doesn't look at all like what she imagined. ¹¹The paint of the house is faded and the dust gets her socks and shoes dirty.

Below is one way to consolidate sentences for main idea # 2.

Tanya is exhausted by the journey, and Grandma has to shake her awake when the bus stops. When she sees the farmhouse, Tanya is disappointed. There is so much dust it gets her socks and shoes dirty, and the paint on the old house is faded. It's not at all what she had imagined.

Put it all together. Add the revised sentences from the first paragraph:

At the beginning of the story, Tanya is excited because she has never been to a farm. She has a picture in her mind of what it will look like. Tanya feels special because she gets to go with her Grandma. "Just the two of them," she thought. On the long bus ride, Tanya's grandmother tells stories about her life on the farm.

Tanya is exhausted by the journey, and Grandma has to shake her awake when the bus stops. When she sees the farmhouse, Tanya is disappointed. There is so much dust it gets her socks and shoes dirty, and the paint on the old house is faded. It's not at all what she had imagined.

Note: The consolidate/rearrange strategies for revision may be more difficult for students than the add/delete strategies. The set of all four strategies for revising should be used frequently and students may need repeated opportunities for teacher modeling, highly structured practice, and guided or independent practice of any or all of the strategies.

Revise by Rearranging and Consolidating Text
Sample Response to Literature Paragraph: Tanya's Reunion

Below is an excerpt from a sample response to literature essay. The ideas are not organized in a logical way. They need to be moved, or rearranged. Read the segment all the way through. Discuss which sentences are related and support one main idea. With your teacher, color code the sentences so that related ideas are highlighted using the same color.

Teacher Modeling: Rearrange

¹At the beginning of the story, Tanya is excited because has never been to a farm and she has a picture in her mind of what it will look like. ²They finally reach the farmhouse. ³Her parents agree that she can go on the trip with Grandma. ⁴Tanya and Grandma travel a long distance. ⁵Grandma has to shake her awake when the bus stops. ⁶When she finally sees the farmhouse, Tanya is disappointed by the sight. ⁷“A trip with Grandma! Just the two of them,” thought Tanya. ⁸Tanya is exhausted by the journey. ⁹The farmhouse doesn't look at all like what she imagined. ¹⁰Tanya's grandmother tells stories about her life on the farm. ¹¹The paint of the house is faded and the dust gets her socks and shoes dirty. ¹²Tanya feels special.

Determine the main idea for the sentences that are grouped together.

Main idea #1: _____

Main idea #2: _____

1. With your teacher, rearrange the sentences that support main idea # 1 so they are grouped together in a logical order. Rewrite them on a separate sheet of paper.
2. Now, reread and discuss those sentences to decide what can be consolidated, or combined. With your teacher, consolidate and combine the sentences. Delete unnecessary words or phrases. Check punctuation and capitalization when you are finished.
3. With a partner, repeat these steps to rearrange and consolidate the sentences that support main idea # 2. Then put both revised paragraphs together. Proofread and correct any mistakes.

RIVERSIDE UNIFIED SCHOOL DISTRICT, Elementary Education Department

Grade 4 Reading – Writing Workshop at a Glance

Theme 2 Expository (Response to Literature)

Note: Listed in the bottom row of each page are resources for grammar instruction in skills students would use when writing a response to literature.. Refer to the Daily Lesson Plans for a complete list of Theme 2 skills.

What will I learn? Edit and revise selected drafts to improve clarity and organization.	How will I show I have learned it? By adding, deleting, consolidating, or rearranging text.
---	---

Day 22	Day 23	Day 24	Day 25	Day 26	Day 27
Differentiated Independent Practice: Students Revise Independently Using the Same Common Prompt					
<p>Divide students into two groups for each day: 22 – 25.</p> <p>Not proficient in any area: Share proficient student sample from CST Released Essays. Share key points from commentary. In pairs, students set goals for improvement.</p> <p>Proficient in at least one area-no scores below a 2. Share advanced student sample from CST Released Essays. Share key points from commentary. In pairs, students set goals for improvement.</p>	<p>A - Genre focus: Thesis not clear or well developed. Paper does not include all elements—incomplete. Focus on adding thesis/supporting evidence.</p> <p>B - Genre focus: Thesis is clear and supported with two main ideas. Additional details from the text or from a student’s prior knowledge are needed. Focus on adding detail.</p> <p><u>Rotate groups. Meet with group B and get them started. Then meet with group A.</u></p>	<p>A - Traits focus: Paper includes most or all of the elements, but is not clearly organized. Focus on adding and rearranging.</p> <p>B - Traits focus: Paper has most or all of the elements and is organized into main idea-detail structure. Needs sentence variety and rich vocabulary. Focus on rearranging and consolidating sentences. Substitute synonyms for some words to enrich vocabulary.</p>	<p>A-Conventions focus: Errors substantially interfere with comprehension.</p> <p>B-Conventions focus: Some errors in spelling and grammar.</p> <p><u>Students meet with teacher in groups for differentiated coaching and then edit their papers.</u></p>	<p>*Students write final drafts.</p> <p>*Students independently evaluate revised and edited essay, highlighting the new rubric descriptors that apply to their papers.</p> <p>*Teachers are encouraged to post (or publish in some way) final drafts of student writing after students take the Theme 2 Reading Lions.</p>	<p>*Use CST Released Items (multiple choice) to give students practice with writing strategies assessment in the CST format.</p>
<p>*HM DLP: 275K-L. *Singular & Plural Possessive Nouns, T275K, Transparency 2-30.</p>	<p>*HM DLP: 275K-L. *Singular & Plural Possessive Nouns, T275K, PB 139.</p>	<p>*HM DLP: 275K-L. *Why be so Possessive? T275K. *<i>Writing Resource Center, Reteaching Workbook:</i> 19-20.</p>	<p>*HM DLP: 275L. *Sing. & Plural Possessive Nouns, R29. *Singular & Plural Possessive Nouns, T275K-L, PB140.</p>	<p>*HM DLP 275L. * Improving Your Writing: Proofreading for Apostrophes, T275L, PB141.</p>	<p>* Spiral Review: Kinds of Sentences, Subjects and Predicates, Compound Sentences T275R.</p>

Vocabulary: response to literature, thesis statement, introductory paragraph, supporting evidence, quotations, concluding paragraph.

Selection 4 Prompt: Divide students into groups and rotate for differentiated instruction. Revise essay from Selection 3. Read CST student samples and discuss the commentary. If possible, apply the commentary to one student’s paper to demonstrate how to achieve a score 3 or a 4 for genre and traits.

**Response to Literature
Writing the Essay**

What is the lesson the author feels her readers should learn? Use details from the story to support your answer.

When you write your essay, remember

- To show your understanding of the story,
- To give examples from the story, and
- To use correct grammar, spelling, punctuation, and capitalization.

The lesson that the author is trying to tell us is that when you receive a lot of money, you should use it wisely, and spend some on only important stuff. Youngest brother saved his money and only spent his money to buy land. It was very smart how youngest brother was really thinking about this when he was gonna use his money.

Another part of the author's lessons is that you shouldn't be greedy. I know what the author's messages are because in the story it described how middle and oldest brother were being greedy, and youngest brother was wise. Middle and oldest brother sold their land to buy luxuries in the city, but youngest brother sold his crops and bought land. The story is a lot like other stories because they usually have a greedy rich person and a rich one, and there is a wise guy who warns the greedy one and the greedy one turns into a poor man. This is a lot like this story.

Older and middle brother were saying: "Oh, the city gets more and more expensive each year!" because they were trying to hide the fact that they were getting poorer and poorer each time they went to visit younger brother. But since youngest brother listened to his father, he got richer and richer by selling crops every year.

So I guess basically the moral is: "Money can buy happiness, but greed won't get you anywhere near happiness. But money will only buy you happiness if you're wise, good hearted, and compassionate. To be rich and happy you need to 1. Be good hearted 2. Be compassionate and understanding 3. Be fair with everyone 4. Be wise when it comes to profits or spending money 5. "Listen!!!" to other people's warning. Those 5 things will make you a rich good person.

Note: Above is a student-written response to literature essay from the 2006 California Writing Standards Test. It received a **score of 3**. There are errors and there is definitely room for consolidating and rearranging. The teacher commentary follows.

Response to Literature Writing the Essay

What is the lesson the author feels her readers should learn? Use details from the story to support your answer.

When you write your essay, remember

- To show your understanding of the story,
- To give examples from the story, and
- To use correct grammar, spelling, punctuation, and capitalization.

Little by Little, Piece by Piece by Marilyn Helmer, has some important lessons in it. Youngest Brother becomes very successful by being patient and spending money wisely, taking everything little by little, planning ahead, and by listening to his father's advice.

Being patient and spending your money wisely are two keys to success. It took Youngest Brother more than 4 years to get all of his father's land back! You have to slowly work your way up. Success and wealth doesn't just come to you, work for it. Once you have everything that you want, spend it wisely. Oldest Brother and Middle Brother spent it to quickly, and by the end they were poor.

Planning ahead is a skill that Oldest Brother and Middle Brother lacked. The Great City seemed to be doing very well at the time, and it would have been wise to save money for when the prices shot up. They shouldn't have spent all of their fortune on fancy clothes and gifts. In just 3 years, the pair was poor and unhappy. Youngest Brother spent his money on more important things such as food.

Taking everything little by little is one of the many attributes of Youngest Brother. He didn't buy all of his land at once, otherwise he wouldn't have any money left. He bought small pieces of land one at a time. Meanwhile, in the Great City, his brothers spent everything that they had and had none left by the end.

The last lesson that I learned is to listen to your elders, they know best. Your parents or grandparents have more experience than you. They would have tested out new techniques and chosen the best ones to show to you. Your parents care about you and will show you many ways to live successfully. Youngest Brother listened to his father and lived a happy life.

Little by Little, Piece by Piece is a very educational story that provided me with lessons that will change my life for the better. I recommend this book to others because it taught me very important lessons and will hopefully teach you the values and lessons of life.

Note: Above is a student-written response to literature essay from the 2006 California Writing Standards Test. It received a **score of 4**. There are a few, minor errors in conventions. The teacher commentary follows.