Response To Literature – Models and Strategies, Grade 4-6

Objective: To prepare students for writing an effective "Response to Literature" as described by Rocklin SD Standards, SCOE Guidelines, and CA State Standards. Methods of instructions include models and techniques based on *Teaching Writing: Structure & Style* from the Institute for Excellence in Writing.

Notes:

1. RTL Preparation, as described herein, should be *supplemental* to work with the other TWSS units, not a replacement for them.

2. Models and terminology remain as consistent as possible from grade to grade, with slight increases in length and complexity for each advancing grade.

3. Students must be encouraged to internalize—even memorize—their models (composition and paragraph) so as to be entirely self-sufficient by the time of assessment.

4. Standard teaching procedure is to: 1) introduce the model, 2) show examples of completed paragraphs/compositions, 3) do a few sample exercises together as a group, and then 4) give students assignments to be done independently.

5. Charts, lists, and visual resources must be readily available, both on walls and in student notebooks or folders. These lists should be ever-growing and personalized.

6. Vocabulary development is essential. Word lists for all three grade levels should be available to all students, but teachers at each grade level must incorporate appropriate words into spelling and language study.

7. "Runway" assignments are important, so that individual skills can be developed in preparation for the assessment, when all skills must be integrated at one time. A brief schedule and sequence are provided below, but teachers must find their own stories (from classroom books, favorites, language textbooks, etc.) for these assignments. Stories that have strong characterizations, clear messages, vivid descriptions and distinctive style will work best for these practice assignments.

8. The ability to ask oneself questions—and answer them—is the key skill needed for thinking about literature. Constantly, and in all areas, children should be encouraged to ask questions using the "big six", as well as others listed in the paragraph models below. Their ability to independently ask themselves questions will be a determining factor in their success with writing assessments. Asking questions is *the fundamental skill* needed for thinking and writing in response to literature.

Grade <u>Four</u> RTL Composition Model – 3¶

I. Introduction

   1. Attention getter.

   2. Title, Author, Type of Story

   3. Main Focus (name topic; repeat/reflect key words of concluding sentence)

II. Story Summary

   1. Characters & Setting

   2. Conflict/Problem

   3. Resolution

III. Analysis Topic

   1.

   2.   (Choose either IIIa.- Main Character, or IIIb. – Message/Theme)

   3.

   4. Concluding Statement (include "MOST")

Requirements:

1. Dress-ups not required in Introduction

2. Must use one quotation from original story in 3rd ¶ (Write "QUOTE" in Margin)

Grade <u>Five</u> RTL Composition Model – 4¶

I. Introduction

    1. Attention getter.

    2. Title, Author, Type of Story

    3. Main Focus (name topic of 3rd ¶; repeat/reflect key words of concluding sentence)

II. Story Summary

    1. Characters & Setting

    2. Conflict/Problem

    3. Resolution

III. Analysis Topic

    1.

    2.(Choose either IIIa.- Main Character, IIIb. – Message/Theme, or IIIc. – Setting & Mood)

    3.

    4.

   Clincher

IV. Conclusion

    1. Restate Focus (importance of 3rd¶ topic)

    2. Personal feelings, significance

    3. Include "MOST"

Requirements:

1. Dress-ups not required in Introduction or Conclusion ¶

2. Must use one quotation from original story in 3rd ¶ (Write "QUOTE" in Margin)

3, Must use one example from the original (paraphrase) (Write "EX." in Margin

Grade <u>Six</u> RTL Composition Model – 5¶

I. Introduction

   1. Attention getter.

   2. Title, Author, Type of Story

   3. Two topics

   4. "MOST" from conclusion becomes main focus / thesis

II. Story Summary

   1. Characters & Setting

   2. Conflict/Problem

   3. Resolution

III. Analysis Topic One

   1.

   2.   (Choose either IIIa.- Main Character, IIIb. – Message/Theme, or IIIc. – Setting & Mood)

   3.

   4.

  Clincher

III. Analysis Topic Two

   1.

   2.   (Choose either IIIa. – Main Character, IIIb. – Message/Theme,

   3.   IIIc. – Setting & Mood or IIId. – Style & Literary Techniques;

   4.   avoid using both IIIc. and IIId.)

Clincher

V. Conclusion

   1. Restate Two Topics

   2. Personal feelings, significance

   3. Include "MOST"

Requirements:

1. Dress-ups not required in Introduction or Conclusion ¶

2. Must use two quotation from original story—in 3rd/ & 4th ¶s (Write "QUOTE" in Margin)

3, Must use two examples from the original (paraphrase) (Write "EX." in Margin)

Note: Students who are fluent with the six sentence openers from the TWSS Syllabus, should be encouraged to add a new type of sentence to their repertoire. It is called a "Transitional" starter, and uses one of the words on this transitional starters list (most of which require a comma after the first word):

however	therefore	yet	thus	later	now	just then
otherwise	indeed	furthermore	next	moreover	hence, henceforth	
likewise	rather	*(The teacher may add to or delete from this list freely.)*				

Paragraph Models to Insert into Composition Models

Grade Four – Choose One (of these two a. or b.)

IIIa. Topic: Main Character. *Detail options:*

> 1. Qualities   (choose from list & why?)
>
> 2. Motive   (choose one action & why?)
>
> 3. Effect   (on others?, on world?)
>
> 4. Change   (how & why?)
>
> 5. Learned   (what & how?)

IIIb. Topic: Message/Theme. *Detail options:*

> 1. Main Lesson (who, what, how learned)
>
> 2. Changes   (who, how & why?)
>
> 3. Reader's thoughts & feelings   (what & why?)
>
> 4. Personal experience (when & what)
>
> 5.* Application—significance personally?, shows human nature? (how?)

Add for Grade Five: Choose one of these three (a. b. or c.)

IIIc. Topic: Setting & Mood. *Detail options:*

> 1. Descriptions—words, imagery (what see, hear, feel?)
>
> 2. Significance on plot, characters (what, importance?)
>
> 3. Dialog—vocabulary, accents, foreign language (importance, effect)
>
> 4. Believability, realism (why/why not?)
>
> 5.* Symbols, clues, hints, (repeated images or ideas)

Add for Grade Six: Choose two of these four (not c. & d. together)

IIId. Topic: Style & Literary Technique. *Detail options:*

1. Word choice—effect on reader (what see, feel?)

2. Sentence Structures—variety, action, (what effect on reader?)

3. Decorations—humor, drama (what? effects?)

4. Dialog—vocabulary, accents, foreign language (what importance, effect)

* for upper grade/advanced students

List of Posters/Visual Resources	
-ly lists	prep list
clausal starters list	style chart
transition words list	grade level model + paragraph

"Runway" Assignments

Grade Four

September	• Summarizing Fables (Unit I/II)
October	• Story Sequence (Unit III – 3¶)
Nov. Dec.	• Story Sequence Summary 1¶
	• Unit IV topic/clincher paragraphs (social studies, science)
January	• Unit VII "notes from the brain" – 1¶
	• RTL Character Analysis – 1¶
February	• RTL Message/Theme Analysis – 1¶
	• RTL Introduction

Grade Five

September	• Summarizing Fables (Unit I/II)
October	• Story Sequence (Unit III – 3¶)
November	• Story Sequence Summary 1¶
December	• Unit IV topic/clincher paragraphs (social studies, science)
January	• Unit VII "notes from the brain" – 1¶
	• RTL Character Analysis – 1¶
February	• RTL Message/Theme Analysis – 1¶
	• RTL Setting/Mood Analysis – 1¶
	• RTL Introduction
	• RTL Conclusion

Grade Six

September   • Summarizing Fables (Unit I/II)

              • Story Sequence (Unit III – 3¶)

October   • Story Sequence Summary 1¶

              • Review Unit IV topic/clincher paragraphs (social studies, science)

Nov/Dec   • Unit VII "notes from the brain" – 2¶ version

              • RTL Character Analysis – 1¶

January   • RTL Message/Theme Analysis – 1¶

              • RTL Setting/Mood Analysis – 1¶

February   • RTL Style & Literary Technique Analysis – 1¶

              • RTL Introduction

              • RTL Conclusion

Response To Literature – Composition Vocabulary

FOUR	FIVE	SIX
Character Qualities	**Character Qualities**	**Character Qualities**
boldness/fear	attentiveness	alertness/dullness
creativity	compassion	benevolence/maliciousness
diligence/laziness	dependability	cautiousness/rashness
enthusiasm	determination	contentment/discontent
forgiveness	endurance	deference
generosity	faith	discernment
gentleness/harshness	flexibility	discretion
gratitude/ingratitude	honor	hospitality
joyfulness/sadness	humility	initiative
justice/unfairness	meekness	persuasiveness/obnoxiousness
loyalty	orderliness/disorderliness	resourcefulness
obedience	punctuality	thoroughness
patience/impatience	self-control/indulgence	thriftiness
responsibility	sensitivity/insensitivity	tolerance
truthfulness/untruthfulness	sincerity	virtue
Analysis Words	**Analysis Words**	**Analysis Words**
action	compelling	anecdote
adventure	consistent	antagonist
adventurous	conspiracy	anticlimactic
ancient	contradiction	bland
background	convincing/unconvincing	central
comic	demonstration	contemporary
convincing	dialogue	contrived
crisis	episode	descriptive
fable	exotic	emotional
fairy	extroverted	epic
folk	foreign	epitome
frontier	futuristic	exacerbated
hero	impulsive	foreshadowing
high point	inquisitive	heightened
humorous	lesser	horror
incident	lifeless	idiom
legend	memoir	idyllic
message	motive	inevitable
modern	narrative	initiated
moral	novel	intrigue
mysterious	poorly-developed	irony
mystery	scheming	major/minor
myth	sketchy	protagonist
mythical	supernatural	repetition
nature	tragedy	resolved
plan	tragic	romance
realistic/unrealistic	turning point	saga
rural	vivid	shadowy
scheme	yarn	sinister
suspenseful		sordid
tale		subplot
theme		symbolism
well-developed		vernacular