

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

III.d. 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

Character Qualities

boldness/fear
creativity
diligence/laziness
enthusiasm
forgiveness
generosity
gentleness/harshness
gratitude/ingratitude
joyfulness/sadness
justice/unfairness
loyalty
obedience
patience/impatience
responsibility
truthfulness/untruthfulness

Analysis Words

action
adventure
adventurous
ancient
background
comic
convincing
crisis
fable
fairy
folk
frontier
hero
high point
humorous
incident
legend
message
modern
moral
mysterious
mystery
myth
mythical
nature
plan
realistic/unrealistic
rural
scheme
suspenseful
tale
theme
well-developed

FIVE

Character Qualities

attentiveness
compassion
dependability
determination
endurance
faith
flexibility
honor
humility
meekness
orderliness/disorderliness
punctuality
self-control/indulgence
sensitivity/insensitivity
sincerity

Analysis Words

compelling
consistent
conspiracy
contradiction
convincing/unconvincing
demonstration
dialogue
episode
exotic
extroverted
foreign
futuristic
impulsive
inquisitive
lesser
lifeless
memoir
motive
narrative
novel
poorly-developed
scheming
sketchy
supernatural
tragedy
tragic
turning point
vivid
yarn

SIX

Character Qualities

alertness/dullness
benevolence/maliciousness
cautiousness/rashness
contentment/discontent
deference
discernment
discretion
hospitality
initiative
persuasiveness/obnoxiousness
resourcefulness
thoroughness
thriftiness
tolerance
virtue

Analysis Words

anecdote
antagonist
anticlimactic
bland
central
contemporary
contrived
descriptive
emotional
epic
epitome
exacerbated
foreshadowing
heightened
horror
idiom
idyllic
inevitable
initiated
intrigue
irony
major/minor
protagonist
repetition
resolved
romance
saga
shadowy
sinister
sordid
subplot
symbolism
vernacular