

Response to Literature Third Grade Writing Study



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Grade 3:

TEACHER VISION STATEMENT:

Students will develop an oral and written understanding of responding to text/literature in several ways by summarizing, making a connection to self, text, and world, and by making specific interpretations and judgments supported by text.

Implicit Beliefs

- We learn to respond to text by reflecting regularly on literature read and making connections such as text to self, text to text, and text to world
- We learn to broaden our own views by participation in Accountable Talk where we justify or reference our responses to the text
- We evaluate Literature through Book Talks and writing book reviews
- We acquire strategies of going beyond retelling by stopping to ask ourselves questions about the writer's purpose as we read
- We learn to write by reading with a writer's eye in order to understand genre and craft
- We expand our writing by responding daily in our Writers' notebook

Time

Students write every day, and classroom rituals and routines are built around the writing workshop. The format for the workshop is as follows:

Writing Workshop:

- Focused instruction 7-10 minutes
- Work time (teacher conferencing) 40+ minutes
- Closure 5-10 minutes



Studies

The year is divided into a series of studies. These are planned, special topics that are adaptations of the usual routine of writing workshop. Studies may last as long as 20 days (for author or genre studies) or may be only 1 or 2 days in length. This study has been divided into four weeks. Frequently, shorter studies are focused on a specific problem such as punctuation or revision strategies. Work time is more teacher directed during a study, and the period of focused instruction is usually longer.

Homework

On most nights, students could have homework. You may assign homework that is built around:

- A writing prompt or free choice notebook entries
- Reading as part of an author/genre study, researching a topic, book of the month or reading to develop a particular strength
- Reflecting or responding to previously read literature

Suggested Resources

1. Children's Literature:

My Rotten Red Head Brother by Patricia Polacco

**The Great Kapok Tree* by Lynne Cherry

The Story of Ruby Bridges by Robert Cole

**Julius, the Baby of the World* by Kevin Henkes

The Baby Sister by Tomie de Paola

**Now One Foot, Now the Other* by Tomie de Paola

* *Where the Wild Things Are* by Maurice Sendak

Fly Away Home by Eve Bunting

**The Lady in the Box* by Ann McGovern

**Whoever You Are, Wherever You Are* by Mem Fox

I Have an Olive Tree by Eve Bunting

Runt by Marion Dane Baver

Arthur's Tooth by Marc Brown

Two Bad Ants by Chris Van Allsburg

The Dream Keeper and Other Poems by Langston Hughes, Scholastic
1994

The Place My Words Are Looking For, edited by Paul Janeczko, Simon & Schuster 1990

Poetry From A to Z, edited by Paul Janeczko, Simon & Schuster 1994

*available in Spanish



2. Professional Resources:
 - The Art of Teaching Reading* by Lucy Caulkins pg. 492, 512, 555, 745
 - Craft Lessons* by Ralph Fletcher
 - Conversations* by Regie Routman pg. 72-75
 - National Primary Standards* pg. 227-228
 - Wondrous Words* by Katie Wood Ray pg. 295-298
3. Mentor Authors:
 - Patricia Polacco
 - Mem Fox
 - Kevin Henkes
4. Response to Literature: Horn Books for children Book Reviews

Definitions

Text to self-comparing the text to experiences in your own life

Text to text-comparing text to other text

Text to world-comparing text to happenings of the world

Accountable Talk-a tool which brings meaning to text by making connections, expressing opinions and validating evidence from the text

“Stopping to Think”- teacher purposefully stops and thinks aloud while reading a loud

“Think Aloud”- the teacher models stopping to connect out loud with the literature as she/he reads it aloud.

“Say Something”- a time after something has been read, students are prompted by the teacher to turn to somebody and say exactly what they are thinking or feeling at the moment.

Paraphrasing- more than just a retell, student’s voice can be heard.

Summary- a brief statement about story that includes; who, what, where, when and why. Problem and resolution must be included

“Think, Pair, Share” – student reflects independently then pairs up with a partner to share each others thoughts



Background information

This unit was designed with a focus on **responding to literature**. Its intent is to help students learn how to respond to text in writing. It requires the students to refine their skills in crafting a summary and making connections such as **text to self, text to text, and text to world**. It is believed that this process will yield thoughtful responses to texts. This study is most effective when the following assumptions are true.

Assumptions:

- Students have already done a writerly life unit of study
- Students have had experience reading informational, narrative, and poetry text
- Students have had experience with accountable talk
- Students are familiar with the steps of the writing process
- Students have had previous experience with creating rubrics

Teaching Objectives:

To have students develop:

- means of making connections to text in several ways
- writing strategies that refine interpretations, summaries & connections
- understanding significant events for summary of text

Reasons for the focus on responding to literature

- It allows students to develop oral and written interpretive claims.
- It allows students to distinguish between specific details and significant events for summarization.
- It allows students to look at different ways of connecting to text.
- It develops organizational structure to “Response to Literature” genre.
- It enhances the way students read—they become more discriminating readers when they realize what an author does to shape meaning by means of this process.

Assignment Sequence



Each week will have an over arching goal as well as a series of mini lessons and homework

Week one:

Introduction to Responding to Literature
Summarizing Narrative Literature
Rubric for summarization

Week two:

Connections to Narrative Literature
Connections to Poetry
Rubric for connections

Week three:

Summarization of Informational Text
Connections to Informational Text
Rubric for Responding to Informational Text

Week four:

Complete Rubric
Publishing
Celebration

Homework: Each night – 20 minutes, write in notebook-practice lessons known as “try its”

Materials needed:

Touchstone text
Picture books-memoir, fiction, non-fiction,-poetry
Chart tablet/markers
Student’s responding to literature notebook



| | 4 | 3 | 2 | 1 |
|----------------------|---|---|---|---|
| Summary | <p>Focuses on the most important ideas</p> <p>Narrative summary includes title, author, plot, setting and characters</p> <p>Informational summary Includes how information is organized</p> | | | |
| Connections | <p>Makes a connection to self, another text or the world.</p> <p>Supports the connection with specific references to genre elements (narrative, informational, poetry)</p> | | | |
| Details | <p>Contains sufficient details for the reader to understand the big idea of the text</p> | | | |
| Language Conventions | <p>Has no spelling, punctuation and capitalization mistakes</p> | | | |

Teacher and students generate a rubric for response to literature.
 Rubric developed will be used for final product in week four.



Responding to Literature
Grade 3
Identifying Critical Attributes of a Good Response
Week 1 - Lesson 1

Mini Lesson Goal: *Students will become aware of how literature response is used in the real world by using book review models.*

TEKS 3.9H 3.10A

Materials Needed:

Magazine book reviews (*suggested resources*)

- Bookbag Magazine
- School Library Journal
- The Reading Teacher
- Newspaper book recommendation section
- Time or Newsweek book review section

Before the Lesson:

Invite your school librarian to briefly share with your class how she or he uses book reviews in ordering books for the library.

Mini Lesson:

Connection:

Discuss with the students the criteria the librarian uses to purchase a book i.e., she looks at the big idea, important details, character, plot . . .

Teach:

Tell students that during this unit of study they will be responding to literature. Show students examples of responses to literature from several of the above sources. Explain to students that when they write their responses to literature they will be giving brief summaries similar to those found in book reviews and they will also be making connections to the text. The goal is to uncover the meaning of these texts and respond to that meaning.

Active Involvement and Link:

Group students in triads or fours. Distribute one or two copies of book reviews to each group. Students will discuss the big idea and important details found in each review. Create a **Good Response to Literature** chart with the whole class.



A Good Response to Literature

Mentions the author and the title
Includes the big idea
Tells the main events that happened
Includes important details (character, setting, plot)

Students will look for the traits of **A Good Response to Literature** in the reviews. What traits did they find in their reviews? What traits did they not find? Each group will jot down their findings.

Closure:

Students may gather in the carpet area where some groups will share their findings.

Note to the Teacher:

Book review web site:

<http://www.flr.follett.com/login/>





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Responding to Literature
Grade 3
Identifying Attributes of a Good Response
Week 1 - Lesson 2

Mini Lesson Goal:

Students will understand the use of book blurbs found in book jackets or the back of books and will identify the attributes of good response to literature.

TEKS 3.1 D 3.9

Materials Needed:

- Narrative book blurbs (book jacket inserts) of your choice
- Narrative books with book blurbs on the back
- I Have an Olive Tree by Eve Bunting or Runt by Marion Dane Baver may be good examples to use as models
- **A Good Response to Literature** chart

Before the Lesson:

Review chart **A Good Response to Literature** with the class. Some students may share their book reviews they brought for homework.

Mini Lesson:

Connection:

Remind students that yesterday they looked at book reviews and learned how they are used to entice someone to read or buy a book. They learned some of the attributes found in a narrative book review.

Teach:

Tell students that today they will be looking at book blurbs found in narrative book jackets or in the back of books. Read the book blurb for I Have an Olive Tree by Eve Bunting or a book blurb of your choice. You may want to model this on the overhead or on a chart. Show how the information found in the insert flap of a book jacket includes the big ideas and important details of the book. Use the chart **A Good Response to Literature**. Show the students how the author and the title sometimes are not included in a book jacket blurbs. Show students how the author and title can be added to a book blurb at the beginning.

Active Involvement:

Allow students to work with a partner. They will select a paperback narrative book or a book blurb from a narrative book jacket of their choice. They will find an example with all three attributes listed on the chart. Most of the examples they will find will not have a title or author. Students will add this to their book blurbs.



Link:

Students will write a narrative book blurbs from a favorite narrative of their choice in their notebooks.

Closure:

Allow some students to share their book blurbs in the carpet area.

Follow-up (Homework):

Find a narrative book blurb and bring it to class tomorrow.

Note to the Teacher:

A “*book blurb*” refers to the information found in the book jacket or the back of the book giving a short synopsis of the text.





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Responding to Literature
Grade 3
Writing a Narrative Summary
Week 1 – Lesson 3

Mini Lesson Goal:

Students will write a summary of a narrative literature book of their choice. The summary will state the title, author, big ideas and important details of the story.

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|---|
| TEKS 3.9 H 3.10 A 3.11 C.J 3.14 A,B 3.20 B |
|---|

Materials Needed:

- Arthur's Tooth by Marc Brown
- Insert book blurb summary from Arthur's Tooth by Marc Brown
- Any 3rd grade narrative books with book jacket summarized insert information of your choice.

Before the Lesson:

Read aloud the book Arthur's Tooth by Marc Brown to the class.

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| Mini Lesson: |
|---------------------|

Connection:

Review the attributes from the chart **A Good Response to Literature**. Tell students that today's lesson will focus on summary. Refer to the Note to the Teacher.

Teach:

Write a book blurb of *Arthur's Tooth* on a chart or use on the overhead. Pick out the important details and big ideas from the blurb. Discuss specific details from the story that are **not** evident in the blurb. Add these to the book blurb so students can visually see what happens when too many details are added to a book blurb. Discuss retelling. This activity will allow the students to see the difference between summarizing and retelling. Make sure students understand both. Refer to the **Note to the Teacher** for definitions. Include in the chart: **It is not a retell.**

Active Involvement:

Using the chart **A good Response to Literature**, students will share with think, pair and share why the Arthur's Tooth book blurb is a good example of a summary.

Link:

Students choose a favorite narrative book of their choice to summarize in their notebooks.

Closure:

Select some of the students to share their summaries with the class. Use the chart.



Homework:

Students will practice writing a summary with one of their independent reading books.

Note to the Teacher:

Definitions of a summary and a retelling:

Summary: Brief information that contains the essence of a complete piece.

Retelling: A complete description of what happens in the complete piece.

Arthur's Tooth by Marc Brown (summary attachment)

In *Arthur's Tooth* by Marc Brown, everyone in Arthur's class has lost a tooth – everyone, that is except Arthur. His loose tooth won't budge. Arthur's friends try to help. Buster brings carrots. The Brain invents a "tooth remove". Even Brinkly Barnes has a suggestion. Will anything help Arthur's tooth fall out? The answer takes even Arthur by surprise.



Responding to Literature
Grade 3
Week 1-Narrative Summary
Lesson 5

Mini Lesson Goal:

Students will continue to generate the rubric for response to literature.

Students will select a response entry from their notebook for publishing and revise it to meet the highest standard on the rubric.

TEKS: 3C;18C; 19A,C,

Materials Needed:

- Charts generated this week
- Students' notebooks (summaries for this week)

Mini Lesson

Connection:

Students will begin the rubric.

Teach:

Review the summaries students have been working on this week. Discuss what elements need to be on the rubric. Using student input and student language, add details to the rubric for each level. (See sample rubric provided)

Active Involvement:

Children will participate orally in creating the rubric.

When rubric is complete, students will reread their summaries and evaluate them based on the rubric. Students will choose one summary to take through the writing process. Students may begin revising their summary so that it meets the highest level on the rubric. A complete response to literature will be published on week 4.

Note to Teacher:

This lesson does not follow the regular workshop format. Adding to the rubric may take longer than the regular mini lesson time. If students do not have time to choose a summary, ask them to review their notebooks on their own time. There will be time for revision and editing during week 4.

Link:

Students will contribute to the building of the rubric. Students will choose a response entry and begin to revise for publishing on week 4. Students may form response groups to assist them in revising. (Students should be referring to the rubric)



Responding to Literature
Grade 3
Writing a Narrative Summary
Week 1 – Lesson 4

Mini Lesson Goal:

Students will write a summary of a narrative literature book of their choice. The summary will state the title, author, big ideas and important details of the story.

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| TEKS 3.9 H 3.10 A 3.11 C.J 3.14 A,B 3.20 B |
|---|

Materials Needed:

- Two Bad Ants by Chris Van Allsburg
- Book blurb synopsis of your choice

Before the Lesson:

Read aloud the book Two Bad Ants by Chris Van Allsburg to the class. Prepare a chart or transparency of the book blurb for *Two Bad Ants*.

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| Mini Lesson: |
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Connection:

Revisit with the class attribute chart.

Teach:

Tell students that yesterday they saw the difference between retelling and summarizing. Review both meanings. Stress the importance of not retelling the story and focusing on the big idea and the important details. Today they will have an opportunity to create another summary of a book of their choice or continue to work on yesterday's summary. All the attributes in the **A Good Response to Literature** chart must be included in their summary.

Active Involvement:

Using the chart **A good Response to Literature**, students will share with think, pair and share why the book blurb *Two Bad Ants* is a good example of a good summary.

Link:

Students choose a favorite narrative book of their choice to summarize or continue on yesterday's summary in their notebooks.

Closure:

Select some of the students to share their summaries with the class. Use the chart.



Responding to Literature
Grade 3
Week 2-Narrative
Lesson 1

Mini Lesson Goal:

Students will respond to a book by making a personal connection (Text to Self) in their notebook.

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| TEKS: 1A,C,E; 2A,C; 4A;10A,C; 14A |
|--|

Materials Needed:

- Any narrative story the children can relate to

Some suggested titles:

My Rotten Red-Headed Older Brother by Patricia Polacco

The Baby Sister by Tomie de Paola

**Now One Foot, Now the Other* by Tomie de Paola

**Julius Baby of the World* by Kevin Henkes

**Where the Wild Things Are* by Maurice Sendak

- Chart Tablet, markers
- “What Good Listeners Do” chart (from previous unit of study)

* available in Spanish

Mini Lesson

Connection:

Remind students that last week they were writing summaries. Now they will go a step further by making a text to self connection.

Before the Lesson:

Review or create “What Good Listeners Do” chart

Teach:

Tell students that when we read we are trying to make sense of what the author is saying. One way to do this is to think about the things in your own life that the book reminds you of. This is making a text to self connection.

Ask the students to listen carefully as you model making your own text to self connections.

Read aloud a book the children can make a connection with.

Share several things the story reminded you of in your own personal life.

Active Involvement:

Students will think, pair and share their personal connections to the story.

Ask 2-3 students to share their connection with the whole group. This will help those that are having difficulty making a personal connection to the text.



Note to Teacher:

Some students feel they have to make a connection with the main character or the main idea of the story. Model making connections to other things such as the setting, secondary characters, dialogue, a detail in the story, illustrations...

Link:

Students will write a text to self connection on the book that was read aloud.

Homework:

Students will practice a text to self connection with their independent reading book.



Responding to Literature
Grade 3
Week 2-Narrative
Lesson 2

Mini Lesson Goal:

Students will respond to a book by making a connection to another book (Text to Text) in their notebook.

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| TEKS: : 1A,C,E; 2A,C; 4A;10A,C; 14A |
|--|

Materials Needed:

- Any 2 books with similar themes

Some suggested titles:

Fly Away Home by Eve Bunting

**The Lady in the Box* by Ann McGovern
(both deal with homelessness)

**Now One Foot, Now the Other* by Tomie de Paola

The Wednesday Surprise by Eve Bunting

(grandchild helps the grandparent overcome an obstacle)

The Baby Sister by Tomie de Paola

**Julius Baby of the World* by Kevin Henkes
(both deal with the birth of a sibling)

- “Types of Connections” poster
- Chart Tablet, markers

Mini Lesson

Connection:

Review what a Text to Self connection is. Make reference to the chart “Types of Connections”

Before the Lesson:

Read aloud the 2 books that will be used today on separate occasions.

Teach:

Tell students that another way to make sense of what you are reading is to think about other books you have read that are similar to the one you are reading now. When you think about and/or write about two books that are similar, you are making a text to text connection.

Hold up one of the books you will be using today. Ask students if they have read any other book that is similar to it. Discuss and record the similarities. Encourage the students to refer to the texts to support their connections.



Model what you would write in your notebook if you were making a text to text connection on chart paper.

Active Involvement:

Students will think, pair and share their text to text connections. It may be the two books you focused on for today or two books they have read independently.

Note to Teacher:

Some students feel they have to make a connection with the main character or the main idea of the story. Model making connections to other things such as the setting, secondary characters, dialogue, details in the story, illustrations...

Link:

Students will write a text to text connection in their notebooks.

Homework:

Students will practice a text to text connection with their independent reading book.



Responding to Literature
Grade 3
Week 2-Narrative
Lesson 3

Mini Lesson Goal:

Students will respond to a book by making a Text to World connection

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| TEKS: 9G;10A,C,D; 14A |
|------------------------------|

Materials Needed:

- Any narrative story with a social theme

Some suggested titles:

Fly Away Home by Eve Bunting (homelessness)

**The Lady in the Box* by Ann McGovern (homelessness)

**Whoever You are, Wherever You Are* by Mem Fox (tolerance)

*available in Spanish

- Newspaper/Magazine article related to the theme of book chosen

Before the Lesson:

Read aloud the book(s) you will use for today's lesson

Mini Lesson

Connection:

Review the "Types of Connections" chart.

Teach:

Tell students that when we read, we sometimes think about something we read in the newspaper or heard in the news or the radio. The book reminds us of important issues in our community and our world. This is called a text to world connection.

Model making a text to world connection with one of the books.

Record what you would write in your notebook if you were making a text to world connection.

Active Involvement:

Students will think, pair and share their text to world connections to the story.

Ask 2-3 students to share their connection with the whole group. This will help those that are having difficulty making a text to world connection .

Note to Teacher:

This type of connection is difficult for those students that do not listen to the news or whose families don't discuss social issues. Continue to model text to world connections And encourage students to pay attention to what is happening in their community and the world around them.



Link:

Students will write a text to world connection on the book that was read aloud.

Homework:

Students will pick one of the types of connections they have learned this week and practice it with their independent reading.



Responding to Literature
Grade 3
Week 2-Narrative
Lesson 4

Mini Lesson Goal:

Students will respond to poetry by making a connection with the text.

TEKS: 9G: 10A.C.D: 14A

Materials Needed:

- Poems the children can relate to
- Some suggested anthologies:
The Dream Keeper and Other Poems by Langston Hughes, Scholastic 1994
The Place My Words Are Looking For, edited by Paul Janeczko, Simon & Schuster 1990
Poetry From A to Z, edited by Paul Janeczko, Simon & Schuster 1994
- Individual copies of several poems (6-8 per group)
- Chart tablet, markers

Before the Lesson:

If students keep a poetry notebook they may review the poetry

Mini Lesson

Connection:

Review the “Types of Connections” chart.

Teach:

Remind students of the types of connections they have been making this week. Students can make connections to poetry as well. Choose a poem that lends itself to each type of connection (text to self; text to text; text to world). Read the poem to the children. Model by thinking aloud and recording each type of connection on chart paper.

Read aloud a different poem and have students think pair and share their connection.

Choose 2-3 students to share with the whole group.

Active Involvement:

Allow children to form groups of four. Provide each group 6-8 poems to choose from.

Each student picks a poem to write a connection to in their notebook.

Note to Teacher:

Most children will choose to make a text to self connection. When conferring with students, guide them to think about other possibilities for connections.



Link:

Students will choose a type of connection to respond to a chosen poem.
Allow several children to read their poems and share the connections from their notebook.

Homework:

Students will search for a poem to share with the class and respond to it in their notebook by making a text to self, text to text, or text to world connection.



Responding to Literature
Grade 3
Week 2-Narrative
Lesson 5

Mini Lesson Goal:

Students will continue to generate the rubric for response to literature.

Students will select a response entry from their notebook for publishing and revise it to meet the highest standard on the rubric.

| |
|-------------------------------|
| TEKS: 3C;18C; 19A,C, E |
|-------------------------------|

Materials Needed:

- Rubric started in week 1
- Charts generated this week
- Students' notebooks (connections for this week)

Mini Lesson

Connection:

Students will add to the rubric that was started last week.

Teach:

Review the types of connections students have been making this week. Discuss what element needs to be added to the rubric. Using student input and student language, add details to the rubric for each level. (See sample rubric provided)

Active Involvement:

Children will participate orally in adding to the rubric.

When rubric is complete, students will reread their response entries and evaluate their entries based on the rubric. Students will choose one entry to take through the writing process. Students may begin revising the entry so that it meets the highest level on the rubric. The entry will be published on week 4.

Note to Teacher:

This lesson does not follow the regular workshop format. Adding to the rubric may take longer than the regular mini lesson time. If students do not have time to choose an entry, ask them to review their notebooks on their own time. There will be time for revision and editing during week 4.

Link:

Students will contribute to the building of the rubric. Students will choose a response entry and begin to revise for publishing on week 4. Students may form response groups to assist them in revising. (Students should be referring to the rubric)





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Response to Literature
Grade 3
Week 3 – Summarizing Informational Text
Lesson 1

Mini Lesson Goal:

Students will write a summary of an informational text by creating a list of important information.

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| TEKS: 9H, 10B, 11B,C |
|-----------------------------|

Materials Needed:

- *The Great Kapok Tree* by Lynne Cherry
- Non-fiction attribute chart
- Student’s Response to Literature notebook
- Chart tablet/markers

Mini-Lesson

Connection:

Writing a summary of any type of text is a way students can demonstrate comprehension. Students can create a list of important details then use them to help them remember details in a sequential order as well as characters and problem/resolution.

Teach:

Read: *The Great Kapok Tree* or similar informational text. Ask students to pay close attention to information in text. They should be looking for those details that will help them when they write their summary. Remind them that a summary is a quick retell of the text in a sequential order which includes characters, and problem/resolution.

Active Involvement:

Send students to go off to write in their “Response to Literature” notebook a list of information details they read in the text. Ask them to keep in mind that their list should include important information only and to leave out unnecessary information that will make their summary too long. Tell them that they will be sharing their responses from their list.

Link:

Students will bring their notebooks to the gathering area. Ask students to share from their list. Chart responses and post so students can have a reference point when they write a completed summary. This lesson will continue for a second day.



Response to Literature
Grade 3
Week 3 – Summarizing Informational Text
Lesson 2

Mini Lesson Goal:

Students will write a summary of an informational text.

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| TEKS: 9H, 10B, 11B,C |
|-----------------------------|

Materials:

- *The Great Kapok Tree*
- Chart with informational details list from previous day's lesson
- Non-fiction attribute chart
- Student's Response to Literature notebook

Mini-Lesson

Connection:

Remind students that the previous day they began a list of informational details they remembered in the text read to them. They will use some details from this list to help them write a summary of the text.

Teach:

Review *The Great Kapok Tree*. Point out that when you reviewed the story you used a sequence of events including characters, and problem/resolution. Refer to chart previously created from student's responses. Remind students that they should use some details charted to help them write their summary. Model how to write a summary on chart paper or on the overhead projector.

Active Involvement:

Send students off to write a summary of *The Great Kapok Tree*. They can use information list from chart and from their Response to Literature notebook. Remind students to use a sequence of events to include characters and problem/resolution.

Link:

Have some students share their summary response.



Response to Literature
Grade 3
Week 3- Connecting to Informational Text
Lesson 3

Mini-Lesson Goal:

Students will make connections to their own lives , to the outside world, and to other text, from informational text.

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| TEKS: 10A;B,D |
|----------------------|

Materials Needed:

- Chart tablet
- Markers
- *The Story of Ruby Bridges* by Robert Cole
- Non-fiction attribute chart
- Informational details chart

Mini-Lesson

Connection:

Making a connection to the text deepens the students understanding by integrating their learning with prior knowledge.

Teach:

Read: *Ruby Bridges* or similar informational text. Students should be thinking about how this text relates to other text they have read previously, their own lives, or world events or issues. After reading, chart the students connections and discuss what type of connections are being made.

Active Involvement:

Partner students with similar connections to discuss and strengthen their understanding. Have the students look back in the text to support their connections.

Link:

Students will come to the gathering area and share the connections that were made and the support from the text.



Responding to Literature
Grade 3
Week 3 – Connection to Informational Text
Lesson 4

Mini Lesson Goal:

Students will begin to write a connection to informational text. Ex: text to self, text to text, or text to world.

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|----------------------|
| TEKS: 10A,B,D |
|----------------------|

Materials Needed:

- Student’s Response to Literature notebook
- Charts from previous days’ lessons
- Non-fiction attribute chart
- Informational details chart
- Informational Texts

Mini-Lesson

Connection:

Making a connection to the text deepens the students understanding by integrating their learning with prior knowledge.

Teach:

Briefly review informational text details and remind students that they’re responding to make a connection to the text. Tell students that they have a choice of the type of connection they wish to choose. Ex: Text to self, Text to text, Text to world. Read aloud a selected Informational Text and model orally and in writing making a connection to the text.

Active Involvement:

Send students off to write in their response to literature notebooks.

Link:

Students will come to gathering area and share the connections that were made and the support from the text.



Responding to Literature
Grade 3
Week 3 – Informational Text
Lesson 5

Mini Lesson Goal:

Students will continue to generate the rubric for response to literature.
Students will select a response entry from their notebook for publishing and revise it to meet the highest standard on the rubric.

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|-------------------------------|
| TEKS: 3C;18C; 19A,C, E |
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Materials Needed:

- Rubric started in week 1
- Charts generated this week
- Students' notebooks (connections for this week)

Mini Lesson

Connection:

Students will add to the rubric that was started last week.

Teach:

Review the types of connections and summaries students have been making this week. Discuss what element needs to be added to the rubric. Using student input and student language, add details to the rubric for each level. (See sample rubric provided)

Active Involvement:

Children will participate orally in adding to the rubric.

When rubric is complete, students will reread their response entries and evaluate their entries based on the rubric. Students will choose one entry to take through the writing process. Students may begin revising the entry so that it meets the highest level on the rubric. The entry will be published on week 4.

Note to Teacher:

This lesson does not follow the regular workshop format. Adding to the rubric may take longer than the regular mini lesson time. If students do not have time to choose an entry, ask them to review their notebooks on their own time. There will be time for revision and editing during week 4.



Link:

Students will contribute to the building of the rubric. Students will choose a response entry and begin to revise for publishing on week 4. Students may form response groups to assist them in revising. (Students should be referring to the rubric)



Responding to Literature
Grade 3
Week 4 – Rubric/Publishing/Celebration
Lessons 1-5

Mini Lesson Goal:

TEKS: 18B,D,F; 19A,C,D

Students will select an entry for final publication.

Materials:

- Students' Response to Literature notebook
- Rubric
- Rubric, Elements of Good Writing

Mini-Lessons

Teach:

On the first day of the week review the standards established on the Responding to Literature rubric. Students will select one entry from their responding to literature notebook and begin revising/editing for final publishing. Revisions and editings should be based on charts/rubrics in “Elements of Good Writing” from previous units of study. This should be revisited briefly before students begin crafting their response for publication.

Active Involvement:

Students begin each writer's workshop by working on their piece. This will also be a time when students conference with teacher or participate in a response group to craft their final draft. Celebration should take place on Friday of this week. As with previous units of study celebrations, select several students to share. Encourage students who have not had the opportunity to share in previous celebrations to do so this time. Celebration can continue with students sharing in small groups.

