

## Responding to Literature Table of Contents

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**Content Map of Unit**

Topic: Responding to Literature

Grade: 5

**Key Learning: Reflection, evaluation, summary**

**Unit Essential Questions:  
How do I respond to literature appropriately?**

**Optional Instructional Tools:**

Trade Books

**Concept: Responding to Literature**

**Concept: Responding to Literature**

**Concept: Responding to literature**

**Concept:**

**Lesson Essential Questions:  
How does responding to literature improve my comprehension ?**

**Lesson Essential Questions:  
How does responding to literature improve my comprehension?**

**Lesson Essential Questions:  
How do I respond to literature?**

**Lesson Essential Questions:**

**Vocabulary: story elements, summarize, reflection, responding**

**Vocabulary: story elements, reflection, reaction, responding**

**Vocabulary: reaction, reflection, respond**

**Vocabulary:**

**Additional Information:**

**Grade level: fifth**

**Participants:**

**Created By:** Janna Jones Responding to Literature Fifth Grade Lesson 1

**Essential Question:** How does responding to literature improve my comprehension?

**Activating Strategies:** Read several movie reviews to the class. Explain how critics watch a movie and respond or  
**(Learners Mentally Active)** voice their opinions, reactions, and feelings about the movie.

**Acceleration/Previewing:** Story Elements, Summary, Reflection, Responding. Reaction  
**(Key Vocabulary)**

**Teaching Strategies:** In a response to literature, the students share their thoughts about a work of literature. They may  
**(Collaborative Pairs;** focus on the characters, plot, or the theme of the story. They can also include details from the  
**Distributed Guided Practice;** book to support their opinion. Write the words reflect, respond, and reaction on the board.  
**Distributed Summarizing;** Discuss each term and create a poster to display the words in the room. Explain to the class that  
**Graphic Organizers)** when they  
respond to literature they reflect on what they have read, they react to it in that they either like it  
or dislike it, and they respond by voicing or writing their opinion.

1. Select a book or story to read to the class or you may elect to have them read it themselves. You may select a story from the reading text. This will allow you to play the tape for the students who need help reading the story. If you have a book that you feel is more appropriate for your group feel free to use it.

2. Read the story to the class. Remind the students to pay attention to the setting, plot, characters, theme, or problem in the story.

In order to facilitate a response from the students lead them in a discussion of the story. The following sample questions can guide the discussion:

**Sample Questions**

- 1. What was your favorite part of the story?**
- 2. Has anything like this ever happened to you?**
- 3. Does this story remind you of any other story you know?**
- 4. What questions do you have about this story?**
- 5. Did anything in this story surprise or puzzle you?**
- 6. If you could be one of the characters in this story, which one would you be?**

**7. Is there anything in this story you would change if you were the author?**

Record some of the students answers on the board. Review the points and leave them on the board as the students respond to the literature.

3. Share the sample letter with the class at this time. Point out the parts of the letter as well as information included in the response.

4. Students will write a “response” letter to the teacher. Review the parts of a letter. If you have a poster this will be a great tool for students who need help remembering the correct formation of a letter. Give each student a copy of the rubric and discuss how their letter should include all the parts on the rubric.

5. Complete the Q-A-D graphic organizer with the class. They will use the information on the GO to help them write the letters. Have the students write their letter. The students should revise and proofread their letters.

Complete a letter in the correct format in response to a story.

Answer the essential question.

**Distributed Guided Practice/  
Summarizing Prompts:  
(Prompts Designed to Initiate Periodic  
Practice or Summarizing)  
Summarizing Strategies:  
(Learners Summarize &  
Answer Essential Question)**

Name: \_\_\_\_\_

Title of Book: \_\_\_\_\_

# Q – A - D

<b>Questions</b>	<b>Answer</b>	<b>Details</b>
What is the book about?		
What do I like about the book?		
What are key events to support that?		
What is my recommendation?		

# Q – A - D

Question	Answer	Details
What is the book about?	A young girl and her brother are stranded on an island.	Strangers come to the island and Karana's father is killed. They try to leave the island, but her brother goes back to get his spear. He is left behind. Karana jumps off the ship to stay with him
What do I like about the book?	Action packed	The author describes everything in a vivid manner The author keeps you wondering what's going to happen next
What are key events to support that?	Setting Actions of Karana	The story takes place on a beautiful island in the Pacific Ocean Karana dives off a ship to stay with her brother
What is my reaction to this book?	I loved this book.	Tension, drama, courage, and danger

**Title and Author:** Island of the Blue Dolphin by Scott O'Dell

## Sample Letter

January 2, 2006

Dear Mrs. D.,

The Island of the Blue Dolphins by Scott O'Dell is a very captivating story. It's what I would call a page turner. You want to keep reading to see what happens next. I was really amazed by the fact that this book was base on a true story. A twelve year old girl is stranded on an island and has to go through a lot to survive.

The main character's name was Karana. She was stranded on an island in the Pacific Ocean. Her father is killed when the Aleuts refuse to pay him for the sea otters they came to the island to kill. After most of the men were killed in the fight a ship came to take Karana, her brother, Ramo, and the rest of the people away from the island. Ramo forgot his spear and ran back to get it. He was gone too long and the ship left him. Karana was on the ship when she noticed he was no where to be found. She saw him on the cliff. The ship could not turn around because of a storm. Karana knew her brother couldn't make it on the island alone. The Chief said, "They cannot wait for Ramo, because if they did, the ship will be wrecked against the rocks." So, she jumped off the ship and swan back to the island to be with him.

I have a brother just like Karana and I would never let him stay home alone. I would be worried that he would get hurt. When she jumped from the ship I was afraid she would drown. The water in the ocean is very deep and their could be sharks in the water. It was very brave of her to jump off the ship. I would have been too scared to dive off the ship.

I admire Karana, and everyone who reads this book will agree that she is a brave person. I liked this story very much. It is full of action. If I could change things I would not let Ramo go back for his spear. Them he wouldn't get left or make his sister dive off the ship to stay with him.

Sincerely yours,  
John Brown

**Rubric for Response to Literature**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Title and Author:** \_\_\_\_\_

<b>Task Component</b>	<b>4 Point</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>
<b>Reaction</b>	Clearly and completely states a personal reaction to the book – title of the work and the author are stated	Clearly states a personal reaction to the book – title and author are stated	Unclearly states a personal reaction to the book – title and author are stated	Personal reaction to the book is not stated – title and/or author may be missing
<b>Summary</b>	Effectively summarizes the plot while describing the importance of the setting and major characters of the plot	Adequately summarizes the plot while describing the importance of the setting and major characters to the plot	Adequately summarizes the plot but does not adequately describe the importance of the setting or major characters to the plot	Inadequately summarizes the plot and does not adequately describe the importance of the setting and/or major characters to the plot
<b>Support</b>	Provides well-developed and accurate examples, reasons, and details to support the personal reaction	Provides accurate examples, reasons, and details to support the personal reaction	Provides some accurate examples, reasons and details for the personal reaction but also has inaccurate examples, reasons, or details	Provides few if any examples, reasons, or details to show support for the personal reaction
<b>Recommendation</b>	Concludes with a statement that creatively and clearly gives personal recommendation for the book	Concludes with a statement that clearly gives a personal recommendation for the book	Concludes with a statement that does not clearly give a personal recommendation for the book	Contains no concluding statement, or the statement does not give a personal recommendation for the book
<b>Grammar/Mechanics</b>	All sentences are complete using correct capitals, spelling, and punctuation	Sentences are complete but contain errors in capitalization, spelling, and punctuation	Most sentences are complete but contains errors in capitalization, spelling, and punctuation	Few sentences are complete with many errors in capitalization, spelling, and punctuation

<b>Created By:</b>	Janna Jones Responding to Literature Lesson 2 Fifth Grade
<b>Essential Question:</b>	How does responding to literature improve my comprehension skills?
<b>Activating Strategies:</b> (Learners Mentally Active)	Go to the website BookPALS Storyline Online at <a href="http://www.storylineonline.net">www.storylineonline.net</a> and select one of the stories and allow the students to listen to it. After the story is read give each student an index card. Have them write one word on the card that describes their feelings about the story. Then have the ones and twos take turns sharing their feelings and why they feel that way.
<b>Acceleration/Previewing:</b> (Key Vocabulary)	Respond, reaction and reflect
<b>Teaching Strategies:</b> (Collaborative Pairs; Distributed Guided Practice; Distributed Summarizing; Graphic Organizers)	<ol style="list-style-type: none"> <li>1. Review the vocabulary.</li> <li>2. Using the example from lesson one demonstrate how the students should write their response to the story. Using the rubric emphasize what is included in each paragraph.</li> <li>3. Select and read a book or story. The stories in our reading text may be appropriate. The tapes are available for the students who may need help reading the story.</li> <li>4. After reading the story complete the graphic organizer with the class.</li> <li>5. Explain to the students that their response will be in the form of an essay. Point out that each section on the graphic organizer is labeled as paragraph one, two, three, and four.</li> <li>6. Revise, proofread, and publish the written responses.</li> </ol>
<b>Distributed Guided Practice/ Summarizing Prompts:</b> (Prompts Designed to Initiate Periodic Practice or Summarizing)	Effectively responding to a book or a story.
<b>Summarizing Strategies:</b> (Learners Summarize & Answer Essential Question)	Answer the essential question. (Responding to literature helps make the meaning of the story clear.)

## What I Think About My Story

Name \_\_\_\_\_

Date \_\_\_\_\_

Title and Author: \_\_\_\_\_

Question	Answer	Details
<p><b><u>Paragraph 1</u></b>  <b>Introduction</b>                      What is the book or story about?</p>	<p><b>Main Idea:</b></p>	
<p><b><u>Paragraph 2</u></b>  <b>Summary</b>  <b>Key events</b></p>	<p><b>Setting:</b>  <b>Major Characters:</b>  <b>Problem:</b></p>	<p><b>Use specific details or examples from the story.</b></p>
<p><b><u>Paragraph 3</u></b>  <b>Personal Reaction</b></p>	<p><b>Does something in the story remind you of yourself or some else?</b></p>	<p><b>Note specific examples or details from the story that relate to you.</b></p>
<p><b>Paragraph 4</b>  <b>Conclusion</b>  <b>Opinion about the book or author.</b></p>	<p><b>How do you feel about the story?</b></p>	<p><b>Specific details or examples from the story?</b></p>

**Rubric for Response to Literature**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Title and Author:** \_\_\_\_\_

<b>Task Component</b>	<b>4 Point</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>
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<b>Summary</b>	Effectively summarizes the plot while describing the importance of the setting and major characters of the plot	Adequately summarizes the plot while describing the importance of the setting and major characters to the plot	Adequately summarizes the plot but does not adequately describe the importance of the setting or major characters to the plot	Inadequately summarizes the plot and does not adequately describe the importance of the setting and/or major characters to the plot
<b>Support</b>	Provides well-developed and accurate examples, reasons, and details to support the personal reaction	Provides accurate examples, reasons, and details to support the personal reaction	Provides some accurate examples, reasons and details for the personal reaction but also has inaccurate examples, reasons, or details	Provides few if any examples, reasons, or details to show support for the personal reaction
<b>Recommendation</b>	Concludes with a statement that creatively and clearly gives personal recommendation for the book	Concludes with a statement that clearly gives a personal recommendation for the book	Concludes with a statement that does not clearly give a personal recommendation for the book	Contains no concluding statement, or the statement does not give a personal recommendation for the book
<b>Grammar/Mechanics</b>	All sentences are complete using correct capitals, spelling, and punctuation	Sentences are complete but contain errors in capitalization, spelling, and punctuation	Most sentences are complete but contains errors in capitalization, spelling, and punctuation	Few sentences are complete with many errors in capitalization, spelling, and punctuation

## **Instructions to the Teacher**

**The teacher should select a story or passage to use for the assessment.**

### **Day 1**

**Today you will respond in writing to a book or story you've read.**

- 1. Hand out the rubrics. Review the rubric with the class. Emphasize the items that must be included in the response.**
- 2. Give the students a copy of the passage and the graphic organizer.**
- 3. Have them read the story and complete the graphic organizer.**
- 4. Using the graphic organizer, write a rough draft for your report. Refer to the attached rubric.**

**TIME: ONE HOUR**

## **Day 2**

- 1. Revise and edit your rough draft. Be sure to refer to the rubric. (You may use the dictionary.)**
- 2. If you know how to write in cursive write your final copy in cursive.**
- 3. Proofread your final copy before turning it in.**

**TIME: ONE HOUR**

### What I Think About My Story

Name \_\_\_\_\_

Date \_\_\_\_\_

Title and Author: \_\_\_\_\_

<b>Question</b>	<b>Answer</b>	<b>Details</b>
<b><u>Paragraph 1</u></b> <b>Introduction</b> What is the book or story about?	Main Idea:	
<b><u>Paragraph 2</u></b> <b>Summary</b> <b>Key events</b>	Setting:  Major Characters:  Problem:	Use specific details or examples from the story.
<b><u>Paragraph 3</u></b> <b>Personal Reaction</b>	Does something in the story remind you of yourself or some else?	Note specific examples or details from the story that relate to you.
<b>Paragraph 4</b> <b>Conclusion</b>  Opinion about the book or author.	How do you feel about the story?	Specific details or examples from the story?

**Rubric for Response to Literature**

Name \_\_\_\_\_

Date \_\_\_\_\_

**Title and Author:** \_\_\_\_\_

<b>Task Component</b>	<b>4 Point</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>
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<b>Recommendation</b>	Concludes with a statement that creatively and clearly gives personal recommendation for the book	Concludes with a statement that clearly gives a personal recommendation for the book	Concludes with a statement that does not clearly give a personal recommendation for the book	Contains no concluding statement, or the statement does not give a personal recommendation for the book
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Teacher's Name \_\_\_\_\_ Fifth Grade: Response to Literature

School \_\_\_\_\_ Month \_\_\_\_\_

<b>Student's Name</b>	<b>Reaction</b>	<b>Summary</b>	<b>Support</b>	<b>Recommendation</b>	<b>Grammar/ Mechanics</b>	<b>Average</b>
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21						
<b>Class Average</b>						

## Principal's Report

School: \_\_\_\_\_

Teacher: \_\_\_\_\_

### **Fifth Grade: Assessment Four – Response to Literature**

<b>Task Components</b>	<b>Class Average Scores</b>
Reaction	
Summary	
Support	
Recommendation	
Grammar/Mechanics	
Average for all components	