



Literature Response

Grades 2-3

Assignment for Observation

- Take an accuracy check of one child during familiar reading. Record anecdotal notes reflecting the child's understanding of the text based on a quick discussion or retelling.
- Pay particular attention to the Strategy Based Mini-Lesson portion of the block.
- Record student and teacher behavior.
- Observe the assigned group of students in the entire Literacy Block, carefully watching for evidence of independent student processing.
- Collect sample of student's written response in Independent Reading time.

Participant Materials

Reading First Notebook

- Arkansas K-12 English Language Arts Curriculum Framework, Revised 2003
- Arkansas Third Grade Benchmark Released Items, 2005
- Arkansas Reading First Comprehensive Literacy Instruction Map
- Arkansas Reading First Classroom Observation Protocol
- *A Closer Look at the Five Essential Components of Effective Reading Instruction*
- *Put Reading First*

Texts

Boom. Gutner

Guiding Readers and Writers. Fountas and Pinnell

I've DIBEL'd, Now What? Hall

Presenter Materials

All participant materials

National Reading Panel Report (NRP)

Nonfiction guided reading texts

Copy or transparency of Steps of Literature Response

Transparency and/or chart paper

What Is Literature Response?

Response is the sum total of what you are thinking while you read and when you reflect on what you've read.

Guiding Readers and Writers, p. 277

What is Literature Response?

Read the quote on the slide from ***Guiding Readers and Writers (GRW), p. 277,***

Response is the sum total of what you are thinking while you read and when you reflect on what you've read.

Highlight ***Put Reading First, (PRF), p. 53:***

Students can be taught to USE comprehension strategies.

Instruction in comprehension:

- increases understanding of what has been read (*A Closer Look, p. 36-37*).
- helps students go beyond understanding surface meaning (*A Closer Look , p. 30*).
- helps students understand what they read, remember what they read, and communicate with others about what they read (*PRF, p. 48*).

Multiple Paths to Meaning

Talking: using oral language to describe and/or analyze response. (Discussion)

Writing: capturing thinking in writing. (Response Journals)

Reading: doing more reading about the topic or the author. (Extension Activity)

Guiding Readers and Writers, p. 278

Multiple Paths to Meaning

Refer participants to “**Multiple Paths to Meaning**,” p. 278, **GRW**. Using the **Classroom Observation Protocol** and **GRW**, highlight the criteria related to talking, writing and reading.

Highlight key points in **GRW, pp. 280-283** for talking:

Conversation is central to both communication and learning.

Your Role in Supporting Conversation. “You play a key role not only in deciding the structure for your literature discussions but also in guiding the process so that students extend their ability to express meaning to others.”

Highlight headings for further study:

- *Basic Guidelines on Teaching Students to Discuss Literature, p. 280*
- *Ways to Have a Good Discussion, p. 281*
- *Teaching Thoughtful Student Response, Approaches to Teaching Response, p. 282*

Refer to the **Classroom Observation Protocol, Guided Reading** section and highlight:

- Teacher discusses and or prompts discussion of the text read.
- Discuss student use of comprehension strategy.
- Teaching points based on students’ reading behavior

Highlight key points in **GRW, pp. 284-286** for writing:

The writing students do in a response journal is another path to meaning.

The final section of the reading response journal is titled Book Club. This section is reserved for any kind of written preparation or reflection that the students will use in literature study.

Refer to the **Independent Reading** section of the **Classroom Observation Protocol** and highlight:

- Assignments are currently relevant.
- Assignments provide practice at the student's independent level.
- Teacher holds students accountable.
- Students are engaged in reading and writing activities (not worksheets*).

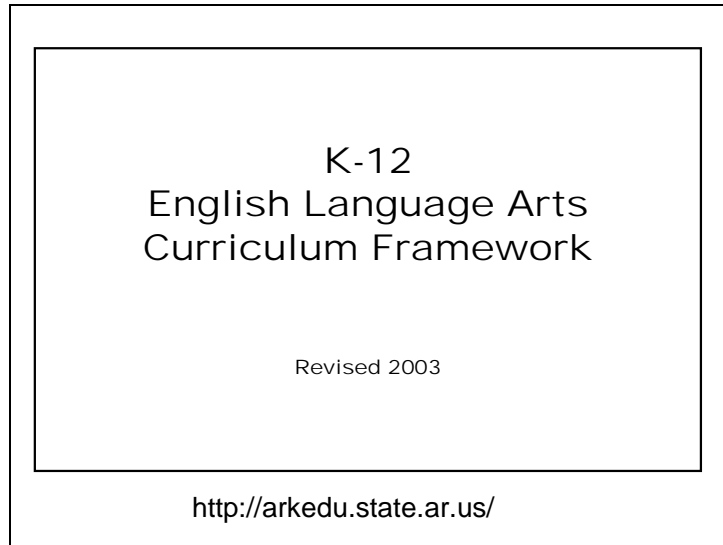
***Exception:** Worksheets directly related to the text that provide practice in comprehension strategies such as graphic organizers may be used.

Highlight key points in **GRW**, p. 286, for reading:

We carry within us a collection of all the texts we've ever read – the sum total of our literary experience – which mediates our reading of all future texts.

Highlight extension activity ideas provided on pp. 287-288 for further study.

Extension: Makes assignment for **rereading** the guided reading text to apply specific comprehension strategies.



Arkansas K-12 English Language Arts Curriculum Framework

Use *A Closer Look at Reading First* to demonstrate how the Arkansas K-12 English Language Arts Curriculum Framework is based on scientifically based reading research (SBRR). Have participants put **LR** for Literature Response by each of the Student Learning Expectations that support the use of Literature Response and then highlight in **A Closer Look at the Five Essential Components of Effective Reading Instruction (A Closer Look)**.

Talking

Strand: Oral and Visual Communications

Standard 1: Speaking. Students shall demonstrate effective oral communication skills to express ideas and to present information.

Student Learner Expectation

OV.1.3.8 Support spoken ideas and opinions with examples, evidence, and elaboration

Highlight **A Closer Look, p. 31:**

Providing structured class or small-group discussions of the topic covered in the text allows everyone to benefit from the background knowledge of other students.

Highlight the heading for further study **A Closer Look, p. 37, Cooperative Learning.**

Writing

Strand: Reading

Standard 10: Variety of Text. Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learner Expectation

R.10.3.4 Respond to a wide variety of texts by contributing to a reading journal which demonstrates appropriate comprehension skills, including written responses, reading log, interest list, and reading goals

Strand: Writing

Standard 5: Purpose, Topics, Forms and Audiences. Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.

Student Learner Expectation:

W.5.3.5 Respond to literature with specific reference to the text

Highlight **A Closer Look:**

- p. 30** *What these proficient readers have in common is the use of comprehension strategies to help them understand more of what they are reading. The ability to know when and how to use these strategies is essential to understanding different types of text such as stories, informational text, or poetry. Good readers apply comprehension strategies without being directed to do so. They have become self-regulated in their use of these strategies.*
- p. 32** *Readers can also use note-taking as a tool to identify questions that might be answered as they continue reading (Why was the little boy sad?), important points they want to remember (The Panama Canal wasn't finished until five years after Roosevelt left office.) or things in the text that created confusion. (I don't know what the word winsome means.).*

Reading

Strand: Reading

Standard 10: Variety of Text. Students shall read, examine, and respond to a wide range of texts for a variety of purposes.

Student Learner Expectation:

R.10.3.2 Demonstrate knowledge of the content, style, and theme of the works of a single author

Highlight **A Closer Look:**

- p. 30** *Comprehension strategies represent many different ways of thinking about what has been read. They can be thought of as thinking strategies – they are ways of thinking about what has been read that help readers go beyond understanding the surface meaning of the text.*

Response to Reading

- Daily Literature Response
- Open Response Items on the Literacy Benchmark Reading Exam.

Response to Reading

The purpose of Literature Response to reading is to determine the student's comprehension of the text. Daily Literature Response provides practice applying comprehension strategies in the Response Log. The responses to reading are not assessed for organization, unity or conventions (written communication skills), but for the student's understanding of the text.

Responding to open items (questions or prompts) can prepare students for the Arkansas Benchmark open response items by providing practice in applying comprehension skills and responding in writing.

Assessments of students' open literature responses are used to guide further instruction.

Arkansas Benchmark Reading Assessment

Three Types of Passages:

- Literary (Reading/Literature)
- Content (Informational Text)
- Practical (Real World Text)

Arkansas Benchmark Reading Assessment

The Arkansas Benchmark Reading Assessment requires students to read and respond to three types of passages:

- Literary (Reading/Literature)
- Content (Informational text)
- Practical (Real World)

Students need to respond to a balance of fiction, non-fiction and content area reading, as well as practical or functional print. Reading and writing must be taught daily to allow for this variety of text. Literature response is practiced in the content areas. Students can read and write about what they are studying in science and social studies. They can also practice literacy skills with open response questions in math.

Benchmark Released Item

Released Item from the 2005 3rd Grade
Benchmark Exam:

What Talent

Benchmark Released Item

Allow participants to look over **Resource LR 1 Released Reading Item, *What Talent***. Bring participants' attention to the Open Response question. Point out:

- The passage is non-fiction.
- The passage has three subtopics.
- A graphic organizer is provided as part of question 17.
- The Open-Response Item C is a question requiring higher order thinking. (Which do you most admire? This question requires the reader to evaluate all three people, decide which they most admire and then write about their choice and explain why).

Make sure participants understand that the rubric is not given to the students. It is only provided through Released Items for teacher review. These rubrics provide a model for teachers to use when preparing rubrics to assess response items they construct on the literature children are reading as part of their daily assignments.

Refer to **PRF, p. 51**. Ask participants, "What type question is this?" (*text implicit and scriptal*) Students must search for details (examples to support their decision) in the passage and put it together in a summary that answers the question of why they admire this person the most.

Ask participants what comprehension strategy instruction would prepare them for this type question.

For answer, refer to **PRF, p. 53**. Highlight:

Summarizing: identify or generate main ideas, connect the main or central ideas, eliminate redundant and unnecessary information; and remember what they read.

In *Strategies That Work*, Harvey and Goudvis give a similar explanation of this strategy, "Determining Important Ideas."

PART II Released Reading Items

Read this passage to learn about the special talents of three children. Then answer multiple-choice questions 17 through 24 and open-response question C.

What Talent

by Tim Johnson

Midori: Violinist

Midori (mi•dor•ee) has always loved the violin. When she was two, she lived in Japan. There her mother spent time playing the violin. She played very well.

One day Midori's mom played a song. The next day Midori began to hum.

Well, her mother just about fell over! Midori was humming the same song her mother had played the day before.

Then Midori's mom said, "I must get you a violin." She went to a shop. It had lots of violins. She looked at all of them.

At last, she found a very small one. It was just the right size for a little girl. "I will get this violin for Midori," she said. Then she took it home.

Little Midori loved her new violin. She tucked it next to her chin just as her mother did. She held the neck with her left hand. Then she pulled the bow over the strings. She made a sound!

Every day Midori would pick up her violin.

At first she just made funny sounds. Then she began to play some little songs.

It takes a lot of time to get a pretty sound on a violin. So Midori played day after day. Her sound got better and better.

When Midori was six she played the violin for a hall full of people. They loved her playing.

Midori's mom was her first teacher. She helped Midori learn a lot.

Midori did not need her mother to tell her to work. Midori did that all by herself.

After that, Midori went to many places. She met lots of people.

When Midori was ten, she and her mother left Japan. They moved to the United States. There Midori went to school. She learned to play even better.

One time a funny thing happened when Midori was playing. All of a sudden there was a pop! A string on her violin had snapped.

She had to get a new violin fast. A man handed Midori his violin. She took it and kept on playing! Then . . . oh no! A string on that violin snapped!

She got a violin from another man. With that violin she played the rest of the song.

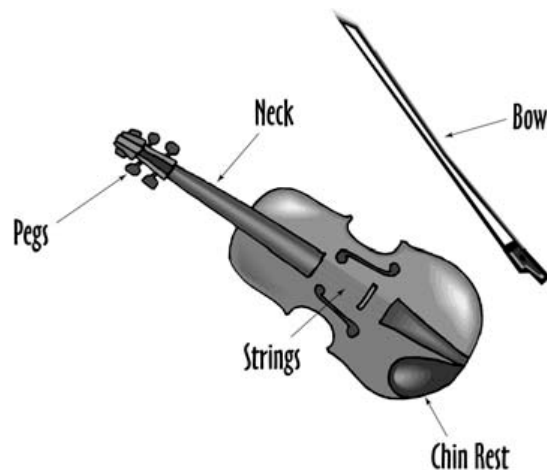
At the end, the crowd yelled. They clapped for a long, long time.

The next day, Midori went on TV to tell her story. Everyone wanted to know about the girl who played three violins.

Today Midori still plays for many, many people. What she likes best of all is playing for children in schools.

There she tells children about the violin. She helps them get to know the songs she plays.

She hopes some of them will grow to love the violin as she does.



PART II Released Reading Items

Justin Miller: Cook

Meet Justin Miller. Justin was just two when he first found out that he liked to cook with his mom.

Like most kids, he liked to play with pots and pans. One day his mom was making stuffed cabbages. Justin ran up to her and asked if he could help. For fun his mom gave him some stuffing and a cabbage leaf.

Justin rolled a stuffed cabbage just like his mom. He was good at it! Justin's mom was happy. She called out for Justin's dad to come look.

His dad was stumped. How could such a little boy make such a good stuffed cabbage?

Justin's mom and dad got Justin his own small cooking set. He had pots, pans, spoons, and other things.

He liked to play at being a cook. That made him happy.

Even more, he liked to cook real food with his mom. They would plan a lunch. Then they would fix it.

When Justin was five, his dad made a tape. It showed Justin when he was cooking.

His dad sent the tape to a man who had a late-night TV show. The man liked Justin. He wanted the boy on his show!

Justin had to go to New York. His mom and dad went with him.

Soon it was show time. Justin planned to cook one of his best dishes that night. But the man liked talking to Justin so much that Justin had no time for cooking. He just had lots of fun.

After that, people asked Justin to go on many more TV shows.

Next Justin made a cookbook. His mom and dad helped him. It shows Justin on the front. He has on a tall white hat.

The book tells how to cook things with funny names like this:

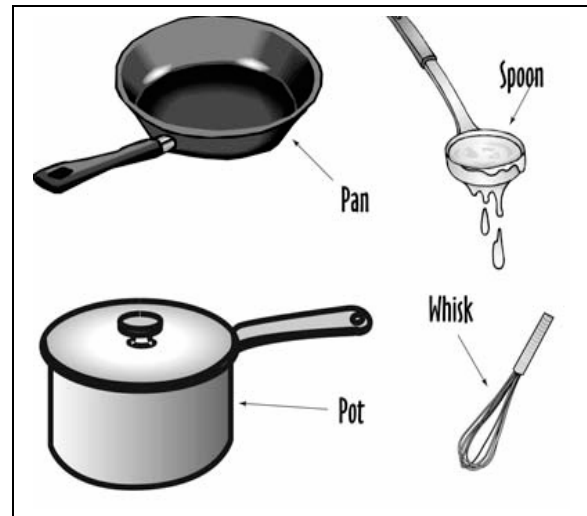
Danny's Tune-a-Fish

Pappap Joe's Pancakes

Panda Pudding

Sam's Flag Cake

Justin thinks cooking is fun. He likes to eat the food he cooks, too!



Dominique Dawes: Gymnast

When Dominique (doh•mi•neek) was little, she could not sit still. She loved to do tricks. One day she slid down the steps on her back.

That's when her mom said, "You need something to do."

Dominique's mother took her sister and her to a class in gymnastics. Her sister was eight.

Dominique was six.

No one sat still in the gymnastics class. It was a place to skip, jump, flip, run, twist, and spin.

Dominique worked and worked. Soon she could get up on the high beam. She walked it on tiptoes. She did splits on it. Then she leaped off it.

She used the mat, too. There she did her spins and rolls.

Dominique loved gymnastics. She liked working with her teacher, Coach Hill.

Every day Dominique had to get to gymnastics by six o'clock. She would wake up at five, eat, and get dressed. Then she would wake her mother. Her mother drove her to the class. There Dominique worked until it was time for school.

After school, she was back doing gymnastics. At night she did all of her homework. It was a long day.

Dominique was very good. She was asked to be on a team with other girls. They went to many gymnastics meets.

At the meets, Coach Hill worked with Dominique. The coach helped her win high marks.

“You can do it, Dominique,” she said. “Give it all you have.”

After a game, the coach said, “That was good work, Dominique.”

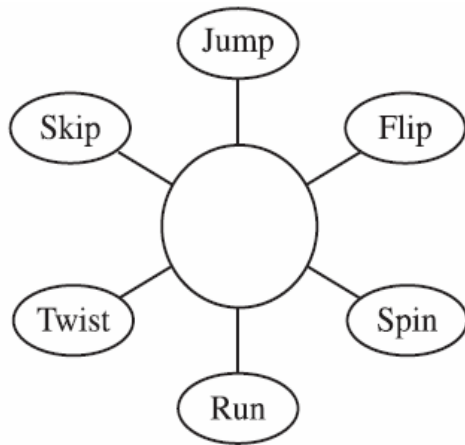
Dominique has given gymnastics lots of her time. She has loved the winning. She has made good friends. She is not ready to stop yet.

You know Dominique! She did not like to sit still when she was little. She does not like to sit still now.

Dominique is trying new things. She likes to act on the stage. She helps other kids who want to do gymnastics. She is going to school, and she gets high marks there, too.

It looks like Dominique Dawes will not be sitting still for a long time!

17. Read the web below about Dominique Dawes.

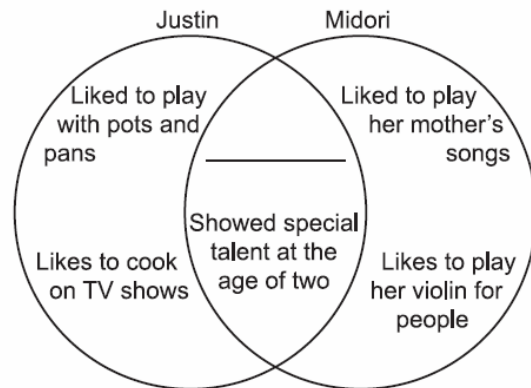


According to the passage, which of these **best** completes the web?

- A. What Dominique does in school
- B. What Dominique does in gymnastics class**
- C. What Dominique does while acting on stage
- D. What Dominique does while doing her homework

- 18. Midori loves to play the violin **most** for
 - A. her mother.
 - B. school children.**
 - C. halls full of people.
 - D. people in the United States.

19. Read the diagram below about Justin and Midori.



Which of these belongs on the blank line of the diagram?

- A. Lived in Japan
- B. Mother was first teacher**
- C. Dad made a cooking tape
- D. Likes to write cookbooks

20. This passage is an example of which type of writing?

- A. tall tale
- B. mystery
- C. biography**
- D. historical fiction

21. The reader can tell that Midori, Justin Miller, and Dominique Dawes all

- A. like to eat foods with funny names.
- B. have worked very hard to be great at their special talents.**
- C. wished they did not have so much homework after school.
- D. needed someone to tell them to practice at their special skill.

22. After reading the section about Midori, the violinist, the reader can tell that a violin is a

- A. play toy.
- B. musical game.
- C. children's radio.
- D. musical instrument.**

23. In the section on Midori, the article says "she pulled the bow over the strings." What is the meaning of the word bow (paragraph 6)?

- A. to curve
- B. to bend over
- C. a piece of ribbon
- D. a part of an instrument**

24. The passage, "What Talent," would be **most** useful to someone who

- A. is a gymnast.
- B. likes cooking.
- C. plays the violin.
- D. is writing an article about famous people.**

PART II Released Reading Items

READING OPEN-RESPONSE ITEM C

C. Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire? Explain why you chose this person using two examples from the passage.

2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE DESCRIPTION	
4	The response names one of the three people and provides an explanation with two examples from the passage and describes a personal talent or something the student enjoys doing.
3	The response names one of the three people and provides an explanation with one example from the passage and describes a personal talent or something the student enjoys doing.
2	The response names one of the three people and provides an explanation with one or two examples from the passage.
1	The response names one of the three people. OR The response names one of the three people and describes a personal talent or something the student enjoys doing.
0	The response is incorrect or irrelevant.
B	Blank – No Response. A score of “B” will be reported as “NA” (No Attempt – Zero Score).

Explicit Instruction

Thoughtful response to reading is learned behavior; it is not “inborn” or “intuitive”.

Guiding Readers and Writers

Explicit Instruction

Highlight **PRF, p. 53**, “*In explicit instruction, teachers tell readers **why** and **when** they should use strategies, **what** strategies to use, and **how** to apply them.*”

Research shows that explicit instruction in reading prepares students for the required assessments. If they have been taught specific strategies in ongoing daily lessons that scaffold their learning, students will be able to reflect on their reading in written response. This scaffold takes them from being a watchful observer to applying strategies independently.

In **A Closer Look, p. 34**, identify the **why, when** and **how** in the example.

Teacher's Role

Demonstrate how to:

- read the prompt to understand the demands of the question.
- construct concise, quality responses.

Teacher's Role

Teachers must explicitly teach students how to analyze and respond to open-response questions and prompts using a problem-solving strategy. These lessons may be strategy based mini-lessons. In explicit instruction, the teacher's role is to demonstrate how to:

- read the prompt to understand the demands of the question.
- construct concise, quality responses.

Students will practice using the problem-solving strategy with teacher prompts or questions after a guided reading lesson. The prompt should require students to use the targeted skill from the strategy based mini lesson.

Independent Reading time allows students to choose their own texts. The true application of strategies they control will come through in their written responses or "letter to the teacher" based on books of choice.

Read from **NRP, p. 4-47:**

Strategies are not skills that can be taught by drill; they are plans for constructing meaning. Teaching students to acquire and use strategies may require altering traditional approaches to strategy instruction. It may be necessary to free teachers of the expectation that their job is to follow directions narrowly. Being strategic is much more than knowing the individual strategies. When faced with a comprehension problem, a good strategy user will coordinate strategies and shift strategies as it is appropriate to do so. The reader will constantly alter, adjust, modify and test until they construct meaning and the problem is solved.

Highlight **PRF, p. 56:**

Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading. We have to help our students learn to use comprehension strategies in natural learning situations – for example, as they read in the content areas.

Problem-Solving Strategy

- Read
- Identify
- Organize
- Write
- Check

Problem-Solving Strategy

When students encounter problems such as the open response reading items on the Benchmark Exam, they should employ a problem-solving strategy:

- **Step 1: Read** the prompt and the passage carefully.
- **Step 2: Identify** the problem.
 - What is the prompt asking you to do (analyze, describe, list, compare, contrast, infer, evaluate, predict)?
 - What is expected (examples, explanation)?
- **Step 3: Organize** your thoughts. Some students may organize in their heads, circle or underline key ideas in the passage, and/or create a graphic organizer in the workspace. The organization time should be used to develop a plan to include all areas identified in the prompt. Organization should be quick so that the majority of the time may be spent on the written response.
- **Step 4: Write/Solve** the problem. On the open response reading items, students are given 12 to 13 lines within a boxed space for a concise answer. The written response must be thorough and completely answer the prompt. The student's responsibility is to prove that they read the passage and prompt by including information from the text (examples) and prove they understood the passage by providing explanation or connections in their own words (paraphrasing).
- **Step 5: Check** the response. Students must reread the prompt and check their written responses to make sure all parts are identified (Step 2) and have been included. They must also check to see if the language used in their response was specific and thoroughly addressed the prompt.

Step 1: READ

2005 3rd Grade Benchmark

READING OPEN-RESPONSE ITEM C.

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire?
Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

2005 Third Grade Benchmark Reading Released Item C: What Talent

Third grade students encountered this open response prompt in the Arkansas Benchmark Exam in the Spring of 2005.

Model the problem-solving strategy in response to the prompt.

Step 1: Read

I must read the passage and the prompt.

Read the passage and the prompt aloud.

Step 2: IDENTIFY

What am I being asked to do?

Think about the information in the passage.

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire?
Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Step 2: Identify

I must identify what I am being asked to do.

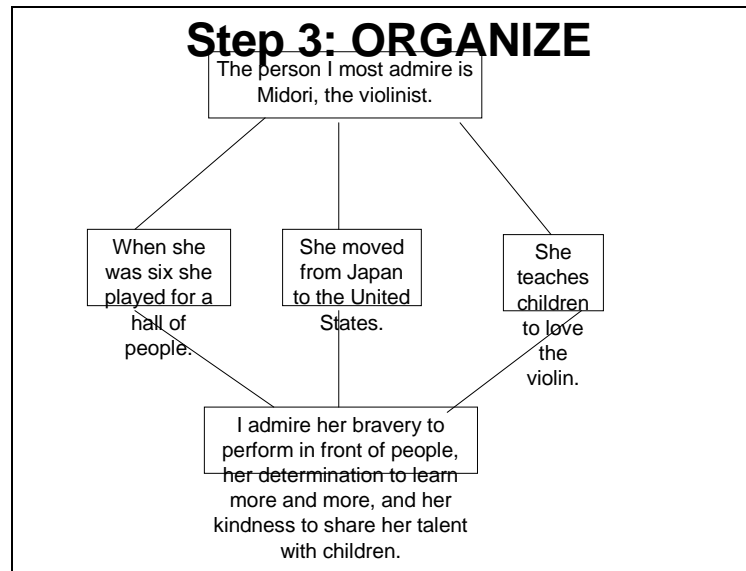
1. *I must decide which of the three people I most admire. That is my main idea.*
2. *I have to use examples from the passage that will support my main idea.*
3. *I must explain how the examples from the passage support by answer by giving specific ideas from my head.*
4. *For response 2, I must describe my talent or tell about something I do well.*

Stop here to reiterate the importance of teaching specific strategies throughout the year by asking, “*What strategies should students know in order to complete this task?*”

Sample Answers:

Students need the ability to answer scriptal questions by using prior knowledge and facts from the passage to derive an answer.

Students also need to know how to determine the main idea for their response, supporting details, and organize their thoughts accordingly.



Step 3: Organize

I must organize my thoughts to include all of the parts that I have identified. I may organize in my head, underline on the passage or develop an organizer in the workspace.

First I need to determine what the main idea is by using the question in the prompt. I know I'm supposed to identify the person I most admire. I have decided that I admire Midori, the violinist the most. So, my main idea statement for my response is, "The person I most admire is Midori, the violinist."

Next, I must reread the passage and look for important ideas that support the main idea. When I looked back over the passage, I found that, "When she was six, she played for a hall of people. You would have to be brave to do that. Also, she moved from Japan to the U.S.A. You would have to have real determination to leave your country to learn more about your talent. Last, she teaches children to love the violin. I admire that she is taking time to teach the children. I admire her bravery to perform in front of people, her determination to learn more and more, and her kindness to share her talent with children."

I also must answer part 2, Describe a talent you have or something that you enjoy doing.

I enjoy drawing pictures. My mom said that I am very good because I put a lot of detail in my pictures. She especially thinks that I use my colors very well. Some day I would like to enter a picture in a contest to see if I can win.

Now I think I am ready for the next step.

Step 4: Write

I will write a concise paragraph that contains all parts identified from the prompt. Using my organization, I will include examples and explanation.

Step 4: Write

Part 1

The person I most admire is Midori, the violinist. When she was six, she played for a hall of people. You would have to be brave to do that. Also, she moved from Japan to the U.S.A. You would have to have real determination to leave your country to learn more about your talent. Last, she teaches children to love the violin. I admire that she is taking time to teach the children. I admire her bravery to perform in front of people, her determination to learn more and more, and her kindness to share her talent with children.

Part 2

I enjoy drawing pictures. My mom said that I am very good because I put a lot of detail in my pictures. She especially thinks that I use my colors very well. Some day I would like to enter a picture in a contest to see if I can win.

Response

Read the written responses aloud.

Step 5: CHECK

What am I being asked to do?

Think about the information in the passage.

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire?
Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Step 5: Check

What would I need to write to get a “4”? Refer back to Step 2. What are the parts identified from the prompt?

Sample Explanation

For response 1, I have used information from the passage. I have identified what I am supposed to do, answer the question, “Which of these three people do you most admire?” The person I most admire is Midori, the violinist

I have provided examples from the passage and used one more than required:

When she was six, she played for a hall of people.

She moved from Japan to the U.S.A.

She teaches children to love the violin.

I have explained my examples with what I already know about traits that I admire:

You would have to be brave to do that.

You would have to have real determination to leave your country to learn more about your talent.

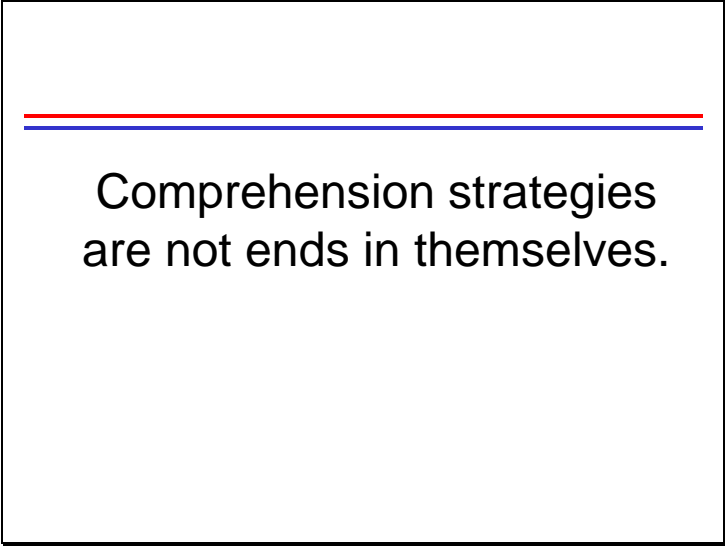
I admire that she is taking time to teach the children.

I finished by writing a conclusion:

I admire her bravery to perform in front of people, her determination to learn more and more, and her kindness to share her talent with children.

For response 2, I described something that I enjoy doing.

I have followed the directions completely.



Comprehension strategies
are not ends in themselves.

Comprehension strategies are not ends in themselves.

Highlight *PRF*, p. 56:

Comprehension strategies are not ends in themselves; they are means of helping your students understand what they are reading.

Allow participants time to read the rest of the comprehension section on page 56.

Planning Literature Response

1. Read the selected guided reading text.
2. Determine the comprehension strategy to apply using grade specific *SLEs*.
3. Develop a question at the scriptal level.
4. Write a sample student response.

Model: Planning Literature Response using *Boom!*

Use above slide as a guide.

- Have participants read *Boom!* silently. Discuss how this text lends itself to more than one comprehension strategy.
- You could have students note the process of how a volcano erupts; procedural steps using pages 6 and 8.
- Students could generate questions, including several questions needing further research.
- A possible open response question is: ***“How do you suppose the farmer’s field at the end of this book became a small mountain? Use examples of what you learned about volcanoes in this text to answer your question.”***
- Be sure the comprehension strategy you are assessing correlates with grade level Student Learner Expectations from the ELA framework.

Sample Response:

When a volcano erupts, magma slowly comes up through the crust. When it comes out of the earth, then it is lava. I think when lava cools down it turns into dirt. The book said the farmer’s field grew higher and higher. I think it’s because when the magma slowly came out of the earth, it turned into lava and the lava cooled down and made more dirt. The more dirt that was made the higher the field grew.

(Use previous slide again as a guide.)

Guided: Planning Literature Response

Provide sets of a variety of non-fiction guided reading texts for groups to choose from for the following activity.

- Read the selected guided reading text thoroughly.
- Determine the comprehension strategy you want the students to apply.
- Develop a question at the scriptal level.
- Write a sample student response.

Have groups share their question and the process they used in developing their question. Have the group reflect on Question-Answer Relationships as well as comprehension strategies their question will promote.

Planning and Discussion

1. Ask the Master Teacher to reflect on how she developed her question and how the literature response question will further develop the student's use of this strategy OR tell what she has done in the past weeks to get her students to this point.

Sample Language

I chose this particular literature response question for students to apply the _____ comprehension strategy because it supports this thinking strategy by _____.

2. Lead a discussion on the literature response opportunities observed. Use the Classroom Observation Protocol. Discuss:
 - Was a comprehension strategy explicitly taught using the gradual release model?
 - How did the students they observed use comprehension strategies to process their open response or literature response question?
 - Did the students attempt to use the strategies the teacher taught?
 - How successful were the students in applying the strategies to answer their question?
3. Have participants reflect on their own classroom reading instruction and think about whether it has met the requirements of scientifically based reading research (SBRR) by being systematic and explicit.

After the participants have reflected, discuss questions they may have. Have them share some of the things learned or items they feel confident about implementing.

Interventions

I've DIBEL'd, Now What?, pp. 271-281

LITERATURE RESPONSE TRANSPARENCIES

The following pages may be used as transparencies if the trainer prefers.

Step 1: READ

2005 Third Grade Benchmark Reading Released Item C

Think about the information in the passage.

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire?
Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Step 2: IDENTIFY

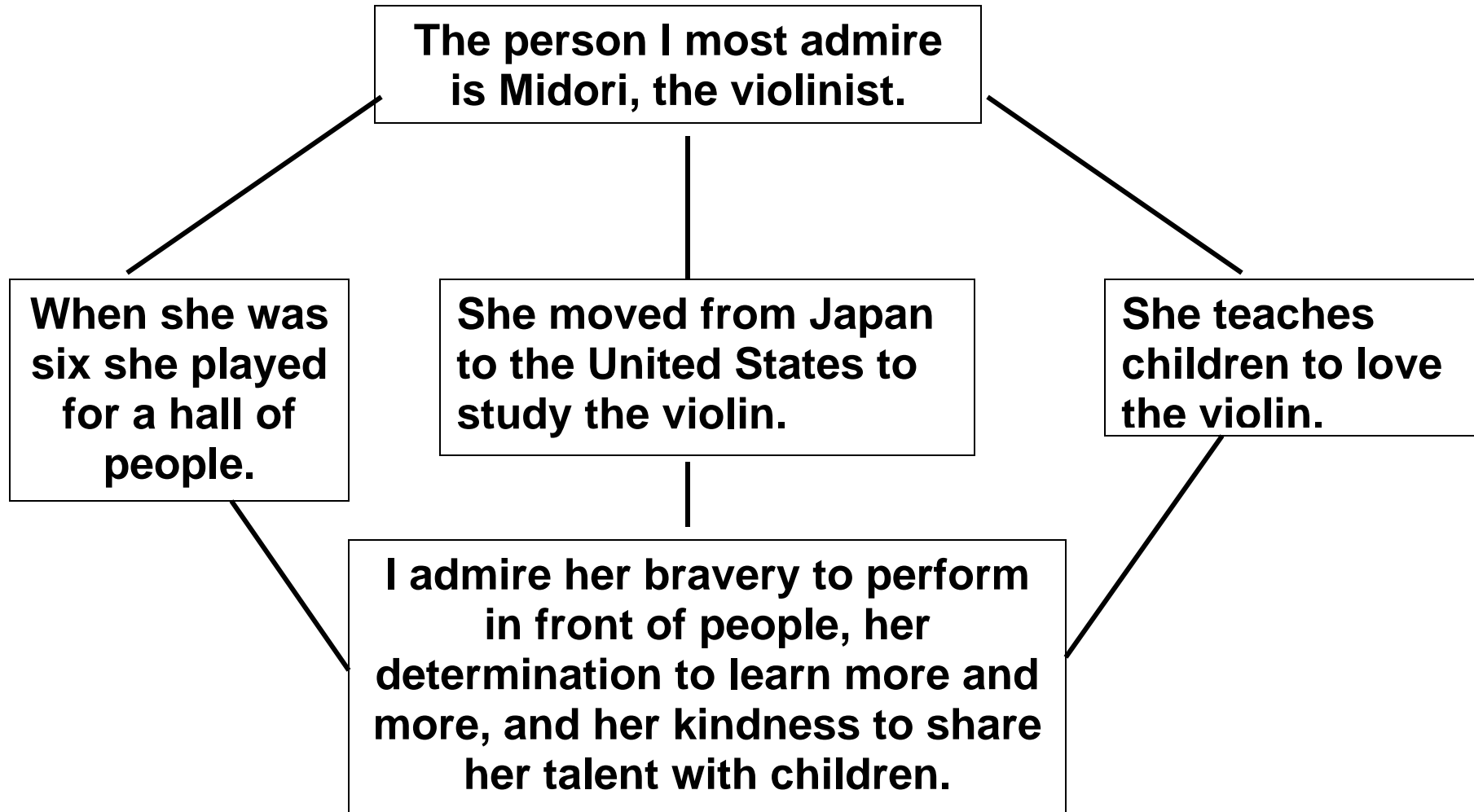
What am I being asked to do?

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire? Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.

Step 3: ORGANIZE



Step 4: WRITE

Response 1

The person I most admire is Midori, the violinist. When she was six, she played for a hall of people. You would have to be brave to do that. Also, she moved from Japan to the U.S.A. You would have to have real determination to leave your country to learn more about your talent. Last, she teaches children to love the violin. I admire that she is taking time to teach the children. I admire her bravery to perform in front of people, her determination to learn more and more, and her kindness to share her talent with children.

Response 2

I enjoy drawing pictures. My mom said that I am very good because I put a lot of detail in my pictures. She especially thinks that I use my colors very well. Some day I would like to enter a picture in a contest to see if I can win.

Step 5: CHECK

What am I being asked to do?

Think about the information in the passage.

Midori, Justin Miller, and Dominique Dawes all have a special talent.

1. Which of these three people do you **most** admire?
Explain why you chose this person using two examples from the passage.
2. Describe a talent you have or something that you enjoy doing.

BE SURE TO LABEL YOUR RESPONSES 1 AND 2.