

# Grade 3 Writing Assessment

## Response to Literature



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# Defining Response to Literature

Response to Literature: Writing that shows an understanding of a text by making connections from the text to the writer's life, to the outside world, or to another text.

Purpose: The purpose of a response to literature may be to express and support an opinion about the text or to use the text as a model for writing. Making connections to a text enhances the student's comprehension of the text.

Methods:

- Connecting the text to another text
- Connecting the text to self
- Connecting the text to the outside world
- Using the text as a model for generating a new piece of writing.

# What Response to Literature Is and Is Not

An effective response to literature . . .	An effective response to literature is NOT . . .
Establishes a clear position on the text	A retelling of a book or story
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Makes connections to the text (e.g., text to text, text to self, text to outside world)	A plot summary
Contains sufficient information to develop a point of view	A brief paragraph with only a few sentences
Contains an appropriate organizational strategy for the purpose of formulating a position on the text	Writing in which ideas are presented in illogical or confusing order
Includes an effective introduction and conclusion	Writing that begins without an introduction and ends without a conclusion
Uses transitions such as transition words and phrases, bullets, subheading or numbering	An incoherent response in which ideas are not linked
Uses a lively voice that demonstrates awareness of audience	Flat, uninteresting writing
Uses interesting language and sensory details	An essay that contains imprecise language and little sentence variety
Contains correct sentences, usage, grammar, and spelling that makes the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

# Ways of Connecting to Text

## Text to Self

- Relating an incident in a text to an incident in the student's life.

## Text to Outside World

- Exploring the theme of a text: relating an incident in a text to some aspect of the real world.

## Text to Text

- Comparing/contrasting one text to another.

# How much retelling is appropriate in a response to literature?

- It is acceptable to summarize parts of the story to help the reader understand the writer's position or to help the reader understand the character, setting, or theme of the text.
- A response consisting solely of a plot summary does not meet the standard.
- The summary of the story may serve as the introduction to the paper.

# The Response to Literature Sample for the Grade 3 Writing Assessment

- The assignment should direct students to form and support a position in response to a text they have read.
- The assignment should be linked to a specific piece of literature for students' responses.
  - Short stories, biographies, fables, plays, poetry, chapter books
- Plot summaries or the retelling of an entire story are not appropriate responses to literature.

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**RESPONSE TO LITERATURE**

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Connecting to Text	Does not formulate a position in response to the text	Begins to formulate a position and connect the text to self, outside world, or another text	Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text
Development/Completeness	Insufficient information to develop a point of view; may be limited to retelling	Sufficient information to develop a point of view	Complete information; the writer's point of view is well developed

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest.

<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate.



**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**CONVENTIONS**  
**All Genres**

<b>Domain 4: Conventions</b> - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.				
<b>Component</b>	<b>Element</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Sentence Formation	Clarity and Correctness	More incorrect and unclear sentences than correct, clear sentences	Majority of clear and correct sentences	Consistently clear and correct sentences
	Complexity	Little or no variation in sentence structure	Some variation in sentence structure	A variety of sentence structures with some complex or compound sentences
Usage	Subject/Verb agreement	Frequent and severe agreement mistakes	Agreement is generally correct with some mistakes	Few, if any, agreement mistakes
	Noun Forms (singular, plural, possessives)	Frequent mistakes in noun forms	Majority of correct noun forms with occasional mistakes	Consistently correct singular, plural, and possessive nouns
	Personal and Possessive Pronouns	Frequent mistakes using personal and possessive pronouns	Generally correct personal and possessive pronouns with only occasional mistakes	Consistently correct personal and possessive pronouns
Mechanics	Spelling	Frequent and severe spelling errors that may distract the reader, including misspellings of common words	Generally correct spelling; spelling errors do not distract the reader	Consistently correct spelling with few errors; spelling errors occur in words that are above grade level
	Punctuation (commas, apostrophes, quotation marks)	Frequent errors in punctuation; some basic punctuation (commas in a series) may be correct	Generally correct punctuation with occasional mistakes	Correct punctuation in a variety of contexts
	Capitalization	Frequent errors in capitalization; some basic capitalization (first word in a sentence) may be correct	Generally correct capitalization with occasional mistakes	Correct capitalization in a variety of contexts
	Contractions	Frequent mistakes forming contractions (missing or incorrectly placed apostrophes)	Generally correct use of contractions	Consistently correct use of contractions; may use a variety of contractions

# Three Levels of Development

## Does Not Meet the Standard in Ideas

I think you should read Miss Nelson is Missing. It reminds me of when you are sometimes absent from school. It reminds me of when you want Mr. V. And we don't get him. When Miss Nelson is missing the kids misbehave. Read the book to find out the rest.

## Meets the Standard in Ideas

This book is about a nice teacher named Miss Nelson. The kids in Miss Nelson's class misbehave. They spit gumballs on the ceiling. They fly paper airplanes through the air. Then Miss Nelson disappears and Miss Viola Swamp appears. The kids don't like Miss Viola Swamp.

I like this book because I am going to be a teacher when I grow up and if my students are bad I can trick them like Miss Nelson did. I'll do the same things as Miss Nelson. I also like this book because it teaches those bad kids a lesson. They learned to be good in class after Miss Nelson came back. I would recommend this book to someone who was bad n their class and didn't listen to their teacher.

# Three Levels of Development

## Exceeds the Standard in Ideas

Are you bad in class and don't listen to your teacher? If you are read this book and after you read this book I bet you will stop. You should read this book now!

This book is about a nice teacher named Miss Nelson. The kids in Miss Nelson's class spit gumballs on the roof. They also have paper planes flying through the air. One day Miss Viola Swamp came to the classroom. The kids were scared and were thinking crazy things happened to Miss Nelson. One kid was thinking Miss Nelson's car was carried off by a swarm of angry butterflies. The kids told the police. He said, "Kids I think Miss Nelson is Missing." Read this book to find out more about this great story.

I like this book because I am going to be a teacher when I grow up and if my students are bad I can trick them like Miss Nelson did. I'll do the same thing as Miss Nelson. I also like this book because it teaches those bad kids a lesson. They learned to be good in class.

This books reminds me a lot of when my sister told me her teacher was out and the meanest substitute came to her class. She said everyone in her class was good. She told me it was April Fool's Day and her class didn't know that the teacher was at the door laughing. She said the teacher opened the door and screamed, "April Fool's!" Everyone started laughing.

My best part is when Miss Viola Swamp says something and the kids do it. When Miss Viola Swamp tells the kids to take out thier books, they do it as fast as they can.

# Model Papers

## Response to Literature Samples with Score Point Annotations

# Response to Literature Assignment

**Write a book recommendation to a friend. Explain why you liked or did not like the book. Be sure to include specific examples to support your opinion. The response may be in letter or essay form.**

The sample papers in this section were written in response to this assignments. Student names have been removed.

February 16, 2006

Dear Miss S

I think you should read

this book it is called

Summer Time In The Big Woods.

By Laura Ingalls Wilder

It is about a little

girl named Laura and

her family. It is a very

good book to read and

funny.

Sincerely,

# Annotations for Response to Literature 1

## **Ideas: Does Not Meet Standard**

Although all the information in this brief paper is relevant to the topic of the Laura Ingalls Wilder book, there is not enough information to develop a point of view. The writer provides only very limited examples: the title of the book, a one-sentence plot summary, and a one-sentence statement that the book is “good” and “funny.” These two words do not constitute a position in response to the text.

## **Organization: Does Not Meet Standard**

In a paper this brief, there is not enough evidence to give the writer credit for having an organizational pattern. The second and third sentence could be rearranged without affecting the writer’s meaning, so there is no clear body or conclusion. There are not enough ideas to determine if the writer knows how to group related ideas.

## **Style: Does Not Meet Standard**

Word choice is simple and repetitive (“it is called,” “It is about,” “It is very”). There are no sensory details or interesting language. The writer does address the reader directly once (“I think you should read this book”), but this the only evidence of awareness of audience. There is no evidence that the writer is enthusiastic about the book or feels strongly about it. Overall, the writer does not demonstrate control of the components of Style.

## **Conventions: Does Not Meet Standard**

The first half of the paper consists of a long run-on sentence. There are only two correct simple sentences which is not enough evidence to determine competence in forming correct sentences. There are not enough instances of subject-verb agreement or enough different noun forms to determine competence in usage. There is some evidence that the writer understands how to capitalize proper names and book titles. Spelling is correct but very simple. There is no internal punctuation. Overall, there is not enough evidence to determine competence in Conventions.

March 16, 2016

Response to Literature  
Paper 2

## Afternoon on the Amazon

Jack and Annie are trying to find four things to free Morgan lafay from a spell. Jack and Annie find a magic tree house in frogcreek woods. They have to say we wish to go there and point to the picture in the book. This time they're going to Amazon rain forest. Oh ho an attack by flesh eating army ants. they get into a canal. There are pretty fish in the water with teeth. Oh ho there are pranas! There arent any paddls! Then a monkey came he pointed a long stick at the boat. Jack grabbed for it. The monkey pulled them to shore!

I didnt like this story because it doesnt have the kind of action I'm looking for. I think it was boring. I didnt care if they found the thing or not.



# Annotations for Response to Literature Paper 2

## **Ideas: Does Not Meet Standard**

The majority of this paper is a retelling of the story *Afternoon on the Amazon*. For response to literature papers, a brief plot summary may be appropriate, but it should not be the focus of the response. The writer's reactions and responses to the book should be the focus of the student's paper. A point of view is not established: it appears during the retelling that the writer enjoyed some of the action in the story, but in the second part of the paper the writer states just the opposite ("I didnt like this story."). It is acceptable for a student writer to dislike a story, but this approach is probably more difficult to execute successfully. A student may dislike a story and not know why or be able to develop and elaborate on why he/she didn't like a book. This writer does give reasons to explain why the book was not appealing. Overall, the writer is not focused from beginning to end. The reader is left feeling that this might be a good book regardless of what the writer's opinion is.

## **Organization: Does Not Meet Standard**

There is little evidence of an organizational pattern. There is no introduction; the writer launches into a retelling of the story in the first sentence. (Titles are not evaluated as part of the paper but subheadings are.) There is no conclusion. There is chronological organization in the retelling of the book, and the paper is divided into two distinct parts: the retelling and the writer's opinion. However, without an introduction or conclusion, the writer does not appear to have had an overall plan.

## **Style: Meets Standard**

The paper is a mix of interesting language ("Oh no an attack by flesh eating army ants.") and simple, ordinary language ("They have to say we wish to go there and point to the picture in the book."). The writer uses dialogue from the story to engage the reader ("There are pretty fish in the water with teeth. Oh no those are piranhas!"). In the final section of the paper, the language is repetitive ("I didnt," "I think," "I didnt"). The writer's voice is inconsistent between the first paragraph and the second paragraph.

## **Conventions: Does Not Meet Standard**

Most of the sentences are correct, but there is one run-on sentence at the end of the first paragraph ("Then a monky came he pointed a long stick at the boat."). Subjects and verbs agree. The writer uses the wrong form of the word there ("This time their going..."), but the majority of usage is correct. The majority of the writer's errors are in mechanics. Some simple words are spelled incorrectly, quotations are not punctuated, and formatting is not appropriate. The writer meets the standards for sentence formation and usage but not for mechanics. For this reason, overall the paper does not meet the standard for conventions.

# Space Brat

Review By:

Author: Bruce Coville

Response to Literature  
Paper 3

Do you like aliens? Well read this book! It is about an alien named Bork who got a piece of egg in the back of his ear. When he hatched it hurt, he cried, and no body knew what really happend. Then everyone thought he was a brat, everybody blamed everything on him, even the adults, so they could go on with the other children perfectly. When someone put a gravity powder in the teachers lunch, Bork had had enough he got so mad he felt like he was going to explode. After about three seconds Bork had the worst tantrums in the cosmos. After school was over he ran past the daycare and into the swamp. Bork was still running

When he saw a rotting tree. He pushed it into the swamp water as it melted but the other side of the tree hit the other side of the swamp then Bork noticed a a pood noobia nest on the tree Bork ran over and looked inside. There were ~~two~~ cracked eggshells and one that wasn't cracked that one must be rotten. He picked it up and through it into a tree and a pood noobia came out. He hoped it was all right he picked it up and put it into his jacket pocket and ran to the daycare. The owner said pood noobias get so big then Bork said you could have a pet as long as you took

Response to Literature  
Paper 3  
(page two)

Care of it, block could  
keep his pet. After couple  
of months block's  
pood noobia grew.

I would recommend  
this book to people who  
like Aliens, space shuttles,  
planets, and Alien technology.

# Annotations for Response to Literature Paper 3

## **Ideas: Does Not Meet Standard**

The majority of this paper is a retelling of the story *Space Brat*. For response to literature papers, a brief plot summary may be appropriate, but it should not be the focus of the response. The writer's reactions and responses to the book should be the focus of the student's paper. In this response, the plot summary comprises all but the final sentence of the paper. A point of view cannot be established in a single sentence. Although the writer wrote more than two pages, there is not sufficient focus to meet the standard.

## **Organization: Meets Standard**

Even though the writer is not focused on responding to the story, the paper contains a clear introduction, body and conclusion. The body of the paper consists of a retelling, but it is a retelling in appropriate chronological order. Related ideas from the story are grouped together in time. Transitions are simple (then, so, after). Overall, the paper meets the standard for Organization.

## **Style: Meets Standard**

The paper is a mixture of interesting language ("Everyone thought he was a brat everyone blamed everything on him," "anti-gravity powder," "worst tantrums in the cosmos," "that one must be rotten") and simple, ordinary language. There are some sensory details ("He got so mad he felt like he was going to explode."). The writer shows some awareness of audience by addressing questions to the reader.

## **Conventions: Does Not Meet Standard**

There are more incorrect sentences than correct sentences. Most of the paper consists of run-ons. Usage is generally correct. The writer uses the wrong form of the word "threw" and the possessive of teacher ("teachers lunch") is missing an apostrophe. There are frequent errors in the elements of mechanics. Proper nouns like Bork are not capitalized consistently. Common nouns are capitalized unnecessarily at the end of the paper. Some commas are correct while others are not. "Hached" and "mounths" are the only misspelled words. Although there is some control demonstrated in usage, severe weaknesses in sentence formation prevent this paper from meeting the standard for Conventions.

#4 3-16-06  
The Ghost of  
Captain Briggs

Response to Literature  
Paper 4

There is a big ghost and everyone is afraid of the ghost. Beth, Jennie and Sam found out that they were in a haunted house with Ms. Briggs. They think Ms. Briggs is an old crabby lady but, she isn't she's just a normal person. Then Sam, Beth, and Jennie want to move out because everyone they ask says there is a ghost. So then they find a door that leads them nowhere.

I liked this story because it was very interesting. My favorite character was the ghost because he popped out at scary times. And I also liked how everyone worked together and found all the answers. That is why you should read this book.

## Annotations for Response to Literature Paper 4

### **Ideas: Meets Standard**

There is a consistent focus on the story *The Ghost of Captain Briggs*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to self. There is enough information provided to understand the writer's point of view and his/her recommendation to read the book.

### **Organization: Meets Standard**

The paper contains an introduction, body and conclusion, but the opening and closing sentences are not very effective. The writer never offers the name of the book in the text of the paper. A reader unfamiliar with the book would not know that the title of the paper was also the title of the book read by the writer. Related ideas are grouped together: the first section of the paper is about the story, while the second half of the paper is about the reader's response to the story. Transitions are simple (but, then, so).

### **Style: Meets Standard**

The paper is a mixture of interesting language ("haunted house," "old, crabby lady," "door that leads them nowhere") and simple, ordinary language ("There is big ghost"). There is some sense of the writer's voice and enthusiasm for this book. The writer shows awareness of audience by directly addressing the audience ("That is why you should read the book.").

### **Conventions: Meets Standard**

Most of the sentences are clear and correct, but there is a run-on in the first paragraph and some sentences begin with "And" or "So." Subject-verb agreement, noun forms, and pronouns are correct. Commas and apostrophes are often incorrect or unnecessary. Generally, spelling is correct (except "poped"). Overall, there is enough control of the three components to meet the standard in Conventions.

Response to Literature  
Paper 5

The Crane Wife is a magnificent book to read. This story takes place one winter in Japan. Sachi and Yukiko are the characters in the story. Guess what? Sachi needs a wife because he is very lonely. So he makes a wish for a wife. Sachi's wish came true, but Sachi is very poor. Keep reading to find out what happens.

You should read this book because the crane turns into a girl. The girl turns into a crane when she is weaving. When she is done weaving she turns back into a girl.

You should also read this book because it tells why you should keep



your promises and never break them.

One example is Sachi broke his

promise by watching Yukiko weave

when he was specifically told not to.

Another example is, Yukiko kept her

promise to weave silk to sell. If

you want to know anymore, read

the book to figure out what happens.

That is why you should read this book.

## Annotations for Response to Literature Paper 5

### **Ideas: Meets Standard**

There is a consistent focus on the story *The Crane Wife*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to the larger world; the writer uses the example of keeping your promises as an important lesson taught by the book. When Yukiko fails to keep his promise to his wife, he loses everything he cares about. There is enough information provided to understand the writer's point of view and his/her recommendation to read *The Crane Wife*. The writer is effective at interspersing the reader response with the description of the book.

### **Organization: Meets Standard**

The paper contains an introduction, body and conclusion. Related ideas (plot summary, recommendation, moral) are grouped together into paragraphs. Transitions are effective ("when she was done weaving," "another example," "This story takes place").

### **Style: Meets Standard**

The paper is a mix of interesting language ("magnificent," "characters," "when he was specifically told not to") and simple, ordinary language ("That is why you should read this book."). Although sensory details are not used, the writer addresses the reader throughout the paper ("You should read this if you want to know more").

### **Conventions: Exceeds Standard**

The writer demonstrates sustained control of all of the components of Conventions. Sentences are consistently clear and correct with a variety of structures. Subjects and verbs agree. Nouns and pronouns are formed correctly. Possessives and plurals are formed correctly. Some commas are missing after introductory clauses, but the writer demonstrates correct spelling and capitalization. Overall, the skills demonstrated in this paper exceed the standard.

You should read this book by Bill Cosby. The title is The Meanest Thing to Say. The characters are Little Bill and Michael Reilly. The story takes place at a school. The problem is that the new boy Michael Reilly wants to see how can't say the meanest thing to each other. Keep on reading to find out what will happen.

Here are some parts of the story that are amusing to me. This is the part when Little Bill's dad was dancing around the house. He was saying so what so what! I also liked the part when Little Bill says so what to Michael Reilly.

Some part of the story that are to know and not do are not to say mean things to someone. A other thing that all so you'll never know is what happens when you say mean thing to someone.

If you want to know what happens read the book.

# Annotations for Response to Literature Paper 6

## **Ideas: Meets Standard**

The writer is focused on the book *The Meanest Thing* and all of the information included is relevant to the topic. The writer begins with a brief summary of the main characters, setting, and plot, then begins to describe what he/she liked about the book (“Here are some parts of the story that are amusing to me.”). Most of the paper consists of examples to support the writer’s claim that the book is worth reading. The writer reveals the theme of the book without giving away the ending. There is enough information to establish and develop the writer’s point of view.

## **Organization: Meets Standard**

The paper contains an introduction, body, and conclusion. The opening is more effective and more developed than the closing which is limited to a single sentence. Related ideas (characters/plot/setting, parts that are amusing, what the book teaches) are grouped together in paragraphs. Transitions are used within paragraphs but not across parts of the paper.

## **Style: Meets Standard**

The paper is a mixture of interesting language (“dancing around the house,” “amusing,” “so what so what,” “characters,”) and simple ordinary language (“you learn about what happens if you say mean things to someone.”). The writer shows awareness of audience by directly addressing the reader several times in the paper (“You should read this book,” “Keep on reading to find out what will happen,” “If you want to know what happens, read the book.”). There is just enough control demonstrated to meet the standard for Style.

## **Conventions: Does Not Meet Standard**

Most of the sentences are technically correct, but many are unclear due to usage errors (“Some part of the story that are to know and not to do are not to say mean things to people.”). Many word forms are incorrect (“went” for “wants,” “how for who,” “want for what,” “say for said,” “a other for another”). There are frequent errors in capitalization and punctuation. Proper names are capitalized, but only part of the title of the book is capitalized. Quotations have no punctuation, which requires the reader to reread to figure out who is speaking. The frequency and severity of errors in all components prevent this paper from meeting the standard.

# The Magic School Bus Gets Baked in a Cake

## Response to Literature Paper 7

Reviewed by:

This book is about how the the magic school bus got baked in a cake. Ms. Frizzle's class planned her a surprise party. They have everything but a birthday cake. They take a trip to the bakery in the Magic school bus. The bus shrinks to the size of a moth and tossed in the cake batter. I liked this book because the kids try to keep Ms. Frizzle away while they bake the cake and make decorations for the party.

This book reminds me of my birthday party when I tried to make a cake I got so messy I had to ask my Nana if she could go to the bakery and buy me a birthday cake.

# Annotations for Response to Literature Paper 7

## **Ideas: Meets Standard**

There is a consistent focus on the story *The Magic School Bus Gets Baked in a Cake*. All of the information included in the paper is relevant. The writer formulates an opinion about the book and begins to connect the text to his/her own life by relating the incident of trying to bake a cake for a birthday party. The plot summary at the beginning is appropriate, and the writer relates it to a personal experience. The writer uses specific examples (keeping Mrs. Frizzle away) to support his/her opinion. There is enough information to develop a point of view.

## **Organization: Does Not Meet Standard**

There is no introduction or conclusion. The writer begins with “This book” rather than identifying the book by title. (Titles are not evaluated or considered part of development.) The paper ends abruptly causing the reader to turn the page to look for more information. Related ideas are grouped within the “body” of the paper, but there is no evidence of an overall organizational pattern or use of transitions.

## **Style: Meets Standard**

The paper is a mixture of interesting language (“They have everything but a birthday cake.” “The bus shrinks to the size of a moth”) and simple, ordinary language (“This book is about how the magic school bus got baked in a cake.”). There is a sense of the writer’s voice and enthusiasm for the book. The writer uses a few sensory details (“the bus shrinks to the size of a moth and tossed in the cake batter.”).

## **Conventions: Meets Standard**

The majority of sentences are correct with the exception of the last sentence which is a long run-on. Some of the sentences are complex. Usage is correct with the exception of one missing word that should precede (“tossed in the batter”). Subjects and verbs agree and nouns and verbs are formed correctly. Capitalization of proper nouns is correct. Spelling is correct (except for “shrinks” and “bye me”). The possessive “Mrs. Frizzle’s class” is formed correctly. Overall, there is enough control of the components demonstrated to meet the standard.

# Amber Brown is not a Crayon

Reviewed by:

What are linking pinks? It's not a thing or a promise. It's something that Amber and Justin do in this story. If you want to know how they link pinks then read on.

This book is about a girl name Amber Brown. Amber's friend Justin might move. If his mom sales the house he will be moving to Alabama. The two friends get in a fight about a gum ball. Will Amber and Justin ever talk again? Well read this book and you'll find out.

This book talks about friendship. And saying goodbye to people you love.

This book reminds of the time I had to move from New York to Georgia. I didn't want to go just like the boy in this story. He didn't want to go to Alabama but he had to, like I didn't want to go to Georgia.

My favorite part in this story is

When Justin and Amber and Justin say I'm Sorry at the same time and then link pinks. I like this part because they link pinks like my friend and I link each over. That means when we say the same thing at the same time.

Response to Literature  
Paper 8

Then we say, "jinks" and then we laugh.

I would recommend this book to some one that has a friend that is going to live in a different state then this might cheer that person up.

Now that you read this, I bet you want to read Amber brown is not a Crayon.



# Annotations for Response to Literature Paper 8

## **Ideas: Exceeds Standard**

Focus is sustained and all the information is relevant to the book and the writer's response. The writer's point of view on both the book and its theme of friendship is clear and well-developed. The writer successfully ties the text to self by relating the story to a personal experience of a friend moving away and a current friendship. Each opinion is supported with specific details from the book. Identifying the theme of the book is an example of connecting the text to the larger world. The writer also explains the personal custom of saying "Jinx" with his/her friends.

## **Organization: Exceeds Standard**

The organizational pattern is clear and appropriate with a strong introduction, body, and conclusion. Many grade three writers open their papers by announcing the book title and launching into a plot summary. This writer's introduction hooks the reader by suggesting rather than announcing the purpose and theme of the paper: friendship. The body of the paper interweaves the writer's response with specific examples from the book. The conclusion is more than a simple recommendation to read the book. The writer suggests how this book could cheer up "someone who has a friend that is going to live in a different state." Transitions smoothly connect the theme of the book to the writer's personal life and to the larger world. This is quite sophisticated for a grade three writer.

## **Style: Exceeds Standard**

The writer uses interesting language from the beginning to end of this response. Awareness of audience is very strong as the writer repeatedly addresses the reader with questions ("What are linking pinkies?" "Will Amber and Justin ever talk again?" "If you want to know how they link pinkies then read on."). The writer's voice is clear throughout the paper as he/she relates the book to his/her life. The tone of enthusiasm for the book is clear and sustained.

## **Conventions: Exceeds Standard**

Sentences are consistently clear, correct, and complex on the first page of the paper, but there are some incorrect sentences on page two (a fragment and a run-on). There are errors in usage ("girl name Amber," "jinks each over," but these are minor and do not distract the reader. Errors in mechanics (the spelling of pinkes, pormise, jinks, sales) are minor. Contractions are correctly punctuated and possessives are formed correctly. Formatting is unusual, but it is not evaluated on the Grade 3 Writing Assessment.

# The Case of The Kidnapped Collie

Reviewed by:

A dog named Hank is Head of Ranch Security. When a girl dog comes to the ranch he tries to impress her. When she gets kidnapped her bird dog boyfriend gets scared. Now it's up to Plato and Hank to save her. If you want to know what happens in this exciting story you'll just have to read the book.

This book reminds me of my little dog, Buster that always follows my bigger dog, Reble. In the book, Drover always follows Hank. And when Drover gets scared he runs and hides. When Buster gets scared he hides behind Reble.

My favorite part is when Pete the barn cat clawed Drover on the tail and he screamed and kept saying Yeah but... Yeah but... What made me laugh was the picture on the page. I liked the way the author used the picture to create a picture in my mind. That's what made it so funny.

I liked when Hank said "as the sharp little impulses of pain began pouring into Data control, my eyelids began to quiver and a fouracious growl began to rumble in the deep recesses of my throat."

Response to Literature  
Paper 9

That was interesting to me because it made him sound like a person in the army.

If you like mysteries and life on the ranch. People who make dogs and cats sound like humans than this is the perfect book for you.

# Annotations for Response to Literature Paper 9

## **Ideas: Exceeds Standard**

The writer's focus is sustained and all the information included is relevant to the book or the writer's response. The writer uses specific examples to support his/her point of view: how the dogs in the book are similar to his/her pets, what makes the book funny, and the type of language used in the book. The brief plot summary at the beginning is appropriate and is used to create interest in the book. The writer's enthusiasm for the book is clear and the point of view is well- developed.

## **Organization: Exceeds Standard**

The organizational pattern is clear and the introduction, body, and conclusion of the paper are strong. The introduction effectively summarizes the book without giving too much information away. The body of the paper moves from how the author relates to the characters in the book to a humorous scene in the book to a specific excerpt from the story. The conclusion summarizes and explains who might enjoy this type of story.

## **Style: Exceeds Standard**

The writer's voice is clear and appropriate. It is clear to the reader that the writer enjoyed the book and believes that others would also. There is attention to the audience in the introduction ("If you want to know what happens..."), the body (sharing an excerpt of a funny scene) and the conclusion ("If you like mysteries and life on the ranch..."). The writer effectively communicates the humorous tone of the book by using sensory details in the writer's own words.

## **Conventions: Exceeds Standard**

Sentences are consistently clear and correct until the final paragraph which contains two fragments. Usage and mechanics are correct and varied. There are a couple of missing commas and a misspelled word ("fouracias"), but these minor errors do not prevent the paper from exceeding the standard for Conventions.

Fighting Tackle  
Author: Matt Christopher  
Review by:

Response to Literature  
Paper 10

If you have problems in football this is a book about a football player that has problems in football. He lost his position on the team. And his brother helped him get his job back.

I liked this book because it is about football and football is my favorite sport in the world. I watch football on TV. That's how I got hooked up with football. So I signed up for football. We had to practice for the games and we won every single game. We went to the Turkeybowl, which is like the NFL Superbowl. We won 6-0. I can't wait until next year.

This book reminds me of my first team when I played football. I was on big-team offence but I made two mistakes by jumping off sides. And then I lost my job on big-team offence. I had to go sit on the bench

pg2  
for the rest of the season. That's how  
the character felt about when he  
lost his job I know how he feels.

If you like football this is  
a book that you will like.

# Annotations for Response to Literature Paper 10

## **Ideas: Exceeds Standard**

The writer's focus is sustained and all the information included is relevant to the book or the writer's response. The writer uses specific examples to support his point of view: football is his favorite sport, his own football 'career', and losing his job on offense. The writer connects specific examples from the text to his own life and explains why he empathizes with the main character in the book. The writer's point of view is well developed.

## **Organization: Exceeds Standard**

The organizational pattern is appropriate and the introduction, body and conclusion of the paper are strong. The introduction briefly summarizes the theme of the book and relates the book to everyone who has ever had problems in a football league. In the body of the paper the writer relates specific parts of his life to the story. The conclusion relates the writer's empathy with the character in the book and recommends the story to any football lover. Related ideas are grouped together into paragraphs and the writer uses transitions to link ideas in the response.

## **Style: Exceeds Standard**

The writer's voice is clear throughout the paper as he shares his feelings about football with the reader. The tone of enthusiasm for both football and the book *Fighting Tackle* is sustained. There is attention to audience in each section of the paper as the writer story evokes empathy for his personal struggles to succeed at football.

## **Conventions: Meets Standard**

The majority of sentences are clear and correct, but the writer begins several sentences with "And" or "So," and there is a fragment on the second page. The components of usage are consistently clear and correct: subjects and verbs agree, nouns and verbs are formed correctly. Capitalization is effective, but several commas and apostrophes are missing. This response falls at the high end of the Meets Standard category.

# Practice Papers

Response to Literature

Practice Papers 1 - 10



# Applying the Scoring Rubrics

1. Read through the entire writing sample.
2. Use the scoring rubric to make a tentative decision.
3. Reread the entire writing sample to collect evidence to determine the final score.
4. Assign domain scores for Ideas and Organization.
5. Repeat the process for Style and Conventions domains.

# Scoring Cautions

1. Do not base the score on the single most noticeable aspect of a paper.
2. Withhold judgment until you have read the entire response.
3. Don't allow the score you assign in one domain to influence the scores you assign in the other three domains.
4. Avoid making judgments based on neatness, novelty, or length.
5. Base each scoring decision on the assessment sample the writer has produced, not what you think the student's potential competence in writing may be.
6. Do not allow your personal opinions to affect the score the writer receives. Whether you agree or disagree with the writer's ideas should not influence your score.

# Score Sheet for Response to Literature Practice Papers

Paper #	Ideas	Org.	Style	Conv.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

# Long Shot for Paul

Literature  
Practice  
Paper 1

This book is about a boy named Glenn who helps his brother Paul make the basketball team. In the first practice Paul gets hit in the nose with a ball. In the game Paul can't play because he doesn't have a uniform. Paul overcomes both the problems. Finally the last game comes. Paul's team is down by one with ten seconds to go. Paul gets the ball, he shoots, he scores.

I think you should read this book because this book has a lesson. The lesson is to never give up. If you try your best you can do anything. I like this book because it is about sports. If you like sports this is a book for you.

Corduroy

Reviewed by -

ONE day a girl and her mom was walking in a toy store. The girl saw a bear and her mom could she have it. Her mom said no because it had a missing button. Corduroy did not know he had a missing button. The rest of the of the book tells about Corduroy's Adventures as he looks for his missing button. He rode on an escalator. He pulled a button off the mattress, and broke a lamp. What do you think will happen when the night watch man gets corduroy? You're going to have to read this book because I'm not going to tell you.

# Beauty

Review Book

## Response to Literature Practice Paper 3

This book is a boy named Luke and a horse named Beauty. Beauty isn't Luke's horse though. She's actually Luke's grandpa's horse. At first Luke hates Beauty and she's ratty and ugly, but soon he realizes she's beautiful. But at the end something bad happens but I'm not going to tell you what. Na, na, na, boo, boo!

I liked this book because I like reading about connections between people and animals. This book is so sad, but so happy. Read the book to find out more, it's amazing!

This book reminds me of me with dogs. At first I thought they were ratty. Now I love them.

My favorite quote is when Luke's grandpa says "Ain't your fault boy." I think it sounds a little bit like me. One day I said almost non-stop "It's not your fault."

page 1

My favorite part is when Luke finds a new friend, Joshua. They play cow boys and indians. It sounded like fun.

I would recommend this book to someone who loves drama. Drama, drama, and more drama! That's all it seems to be. But I still love it.

Fudge-A-Mania  
Author: Judy Blume  
Reviewed by:

Response to Literature  
Practice  
Paper 4

Did you ever read one of Judy Blumes' books? Well, this book is about a boy name Peter who has to go through a problem with his brother Fudge and a girl who Fudge wants to marry Sheila Tubman while on vacation in Maine. Why I love this book is because it's very funny, its interesting and its full of excitement. Fudge-A-Mania reminds me of myself. My favorite quote is when Fudge said, "Good morning honey," to Sheila. My favorite part is when Peter found out that Fudge wanted to marry Sheila. That part was funny because Peter couldn't beleive it and he fell out on the floor. I would recommend this book to people who like Judy Blumes' books, who like funny stories and who like books.



I think you should  
read this book because  
it talks about kid and his family,  
and who he was rich last  
Sunday. I think this is a funny  
book

Miss Nelson is Missing  
Author: Hallard Allard  
Review by \_\_\_\_\_

Response to Literature  
Practice  
Paper 6

Are you bad in class  
and don't listen to your teacher?  
If you are read this book and after  
you read this book I bet you will  
stop. You should read this book now!

This good book is about a nice  
teacher named Miss Nelson. The kids  
in Miss Nelson's class spit gumballs  
on the roof. They also have paper planes  
flying through the air. One day Miss  
Viola Swamp came to the class room.  
The kids were scared and were thinking  
crazy things happened to Miss Nelson.  
One kid was thinking Miss Nelson's  
car was carried off by a swarm of angry  
butterflies. The kids told the police. He  
said, "Kids I think Miss Nelson is Missing".  
Read this book to find out more  
about this great story.

I like this book because I am  
going to be a teacher when I

Response to Literature  
Practice  
Paper 6  
(page two)

grow up and if my students are bad, I can  
trick my students if they are bad.  
I'll do the same thing as Miss  
Nelson. I also like this book because  
like this book because it teaches those  
bad kids a lesson. They learned to  
be good in class.

This book reminds me a lot  
of when my sister told me her teacher  
was out and the meanest substitute  
came to her class. She said everyone  
in her class was good. My sister said  
the baddest boy in her class was  
good. She told me it was April Fool's  
Day and her class didn't <sup>know</sup> that the  
teacher was at the door laughing.  
She said the teacher opened the door  
and screamed, "April Fools!" Everyone  
started laughing.

My best part is when Miss  
Viola Swamp says something and the  
kids do it. When Miss Viola Swamp  
tells the kids to take out their books

Response to Literature  
Practice  
Paper 6  
(page three)

and they do it as fast as they can. My other favorite part is when Miss Viola Swamp comes by Miss Nelson's house the kids run because Miss Viola Swamp will give them more homework.

I really think I would recommend this book to someone who is bad in their class and doesn't listen to their teacher. When people are bad they need to read Miss Nelson is Missing. In my second grade class when we were bad my teacher would read us Miss Nelson is Missing. We got better!

I bet you will be good if your teacher did just like Miss Viola Swamp. Now you bad kids be good before I get in touch with your teacher and tell her what she can do.

# The Magic Tree House

## Response to Literature Practice Paper 7

Jack and Annie found a magic tree house in the forest. They found out it belonged to a magical librarian named Morgan Leg Fay. She was put under a spell. Now Jack and Annie have to do 6 magical things to break the spell. In one of the books Night of the Ninjas they found a clue. Now they are in After Noon on the Amazon they have to find another clue.

This book makes me feel so excited, it was the best thing ever. To me it feels like I'm in the Amazon. I think you should read this book. This is an awesome book. Even though it is fiction I loved it.

Reading

Dear J ,

I think you should read this amazing story called Tacky and the emperor by Helen Lester these are some reasons I think you should read this book. This book is hilarious because everybody thinks Tacky is the emperor because he puts on the emperor's clothes and they do all the stuff they would have done for the emperor.

Do you see why you should read this book.

Response to Literature  
Practice  
Paper 8

Response to Literature  
Practice  
Paper 9

You Should read this Book  
it was the man who go  
it was the man was getting a  
picks to sloe picks to got many  
to old man want a picks you do  
not have no money he is bor the  
Woman was nins to the old  
nan was laming a picks  
they he was anos to the  
tree and all the people ware  
going to see the man was  
gone and all the people  
ware going for some picks and  
the man picks war gone and



## Best Friends

Author: Steven Kelloa

Reviewed by:

Response to Literature  
Practice  
Paper 10

Do you like reading books about best friends? Well, I read one and it was about two little girls named Louise Jenkins and Kathy that were the bestest of friends. Then, one day Louise had to go off to see her aunt and uncle. Now, Kathy feels like Louise doesn't want to be her friend because she doesn't get a letter for a long time.

When I read this book, I liked it because it was about me. She lived a life like me. I remember how Sarcy and me like the same things. We like dancing. It reminded me of how I feel shunned sometimes.

One time Sarcy wanted to play with Samantha. They



Response to Literature  
Practice  
Paper 10  
(page two)

went over to the swings and talked. They didn't invite me. I felt left out. That one time I felt shunned. After that, Sancy and Samantha stopped talking. They came over to me and talked to me. I felt mad and didn't want to talk to her, but I didn't tell her that. I couldn't because she was my bestest friend in the whole wide world. That's exactly how Louise and Kathy felt in the book. I think who have a best friend and still have disagreements would like this book. In this book they have several disagreements.

I liked how Steven Kellogg's pictures helped me visualize the story. The picture I liked the best was when the author said that Kathy wished

that Pine Cone Peak would burst into pebbles. The picture showed everyone and everything up in the air behind a volcano. It was really cool. If you have a best friend and you know what they are like, you might want to read about someone else's friendship. You need to read this story.

# Answer Key for Response to Literature Practice Papers

<b>Paper #</b>	<b>Ideas</b>	<b>Org.</b>	<b>Style</b>	<b>Conv.</b>
1	Meets	Meets	Meets	Meets
2	Does not Meet	Does not Meet	Does not Meet	Meets
3	Exceeds	Exceeds	Exceeds	Meets
4	Meets	Meets	Meets	Meets
5	Does not Meet	Does not Meet	Does not Meet	Does not Meet
6	Exceeds	Exceeds	Exceeds	Exceeds
7	Meets	Meets	Meets	Meets
8	Does not Meet	Meets	Meets	Meets
9	Does not Meet	Does not Meet	Does not Meet	Does not Meet
10	Exceeds	Exceeds	Exceeds	Exceeds

# Response to Literature Lesson

# Lesson 1: Family Stories

## GPS

- ELA3W1k: The student demonstrates competency in the writing process. The student writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment.

## Focus of the Lesson

- **Desired Outcome:** The student's writing demonstrates how literature relates to oneself.
  
- **Suggested Time Line:** Provide enough time to expose your students to a variety of literature focusing on family experiences.

## Suggested Materials

- **Reading Selections:**
  - *The Relatives Came* by Cynthia Rylant (a story about a family reunion)
  - *Owl Moon* by Jane Yolen (a story about a father – daughter owling experience)
  - *Sleep Out* by Carol and Donald Carrick (a story about a boy camping alone)
- Word wall or personal writing notebooks
- Writing journals

# Suggested Procedures

## Part One

- The teacher introduces the idea that family structures vary.
- Teachers and students share their photo albums, individual pictures, and mementoes.
- Teacher and students tell family stories.

## Part Two

- Read chosen stories. Read each story more than once. The first time without interruptions, the second and/or third time with student interactions.
- Continue sharing personal family stories; especially those that relate to the chosen stories read.
- Discuss how the authors use language, voice, etc. (writer's crafts).
- Write a response to literature tying a family story to one of the stories read together as a class.

# Suggested Procedures

## Part Three (Outcomes)

- Option A: The student will write a piece comparing himself to the main character of one of the reading selections.
- Option B: The student will choose one of the reading choices and explain why that particular story relates to them and their family.