Standards Focus

Objectives

Students will

- perform literary analysis
- write a review
- support ideas with relevant evidence and details
- edit to vary sentence structure

Preteach

Write with a Purpose Read aloud the essentials of a good response to literature to guide students' understanding of this type of writing. Also refer students to the rubric on p. 352 for more information about responses to literature that they can use throughout this workshop.

Think as a Reader/Writer

Use the professional model on this page to provide examples of the elements of a good response to literature. Point out how Jason Sacks gives background about the work in the introduction, identifies details in the second paragraph, and states a clear opinion in the conclusion.

Think About the Professional Model

Possible responses:

1. *It is positive. The author uses details to reinforce his opinion that this is a fine adaptation of Bradbury's work.*
2. *He says that the worst of the stories are "unmemorable," but the best are "wonderful."*

SKILLS FOCUS pp. 344–352

Writing Skills

- Perform literary analysis.
- Write a review.
- Choose an appropriate organizational pattern.
- Support ideas with relevant evidence and details.
- Revise by elaborating.
- Edit to vary sentence structure.
- Reflect on writing after publishing.

Writing Workshop

Response to Literature

Write with a Purpose

Write an essay in response to a piece of literature that you have read. Your **purpose** is to provide your reader with the basic information about the work and to share your interpretation and evaluation of it. Your **audience** is your classmates, who may or may not have read the work.

A Good Response to Literature

- engages the reader
- provides necessary background and vital information
- demonstrates careful reading
- includes insightful interpretations
- supports its judgments and opinions with examples
- refers directly to the work
- anticipates an audience's questions

See page 352 for complete rubric.



Reader/Writer Notebook

Use your **RWN** to complete the activities for this workshop.

Think as a Reader/Writer

There are several ways to respond to literature. You could write an analysis of the plot, character, or theme, or you could write a review. Like a movie review, a review of a work of literature provides an analysis and evaluation of the work.

Before you write your own response to literature, read this excerpt from a review of a book entitled *The Best of Ray Bradbury*. The review was written and posted on the Internet by Jason Sacks.

Ray Bradbury is one of the finest writers of science fiction and fantasy literature. His stories are taught in high school and college literature classes throughout the English-speaking world. He allowed EC Comics to adapt several of his stories in their science fiction comics in the 1950s. That series was unjustly ignored during the comics bust, but now it is back with a collection of some of the finest adaptations from that series.

← The reviewer identifies the author and engages the reader with interesting background facts.

Mark Chiarello's adaptation of "A Piece of Wood" uses color in a spectacular way to illuminate the story of two men talking about a weapon that could forever end war. And Gibbons's take on "Come Into My Cellar" uses the artist's traditional comics style to great effect, wonderfully conveying the banality of his characters' lives through use of small panels that seem to be just slightly askew.

← Many **details** are provided to support the reviewer's opinion, including specific titles in the collection.

This book is the ideal gift for a science fiction fan who is interested in comics. The worst of these stories are unmemorable; the best are wonderful examples of what happens when master creators play with each others' ideas.

← The reviewer offers his **recommendation** and anticipates a question, giving reasons to support his **opinions.**

Think About the Professional Model

With a partner, discuss the following questions about the model.

1. What is the overall tone of the review?
2. How does the author summarize his reaction to the collection?

Prewriting

Choose a Literary Work

Which literary work will you be writing about? If your teacher hasn't assigned one, choose a work that you feel strongly about. Once you know which piece of literature you will be writing about, answer these questions:

- What is the title of the work? Carefully record it with the correct spelling, capitalization, and punctuation.
- Who is the author? Record his or her full name.
- What kind of work is it? a short story? a novel? a mystery?
- When was the work published?

Note Your Responses

After jotting down your answers to the questions above, think about how you responded to the work and record your reactions.

- What did you expect before you read the work?
- What kind of reaction did you have? Did you laugh? or cry?
- What did you notice about the style of the writing? Did the writer use vivid descriptive language? What point of view did the author use?
- Why might this work interest your audience?

Think About Audience and Purpose

Before you begin writing, think about who will read your review and what they will need to know. Also, identify your **purpose** for writing and how you want your writing to affect your **audience.**

Details About My Audience	What Is My Purpose?
• students • my age • may not have read work	• give basic information • evaluate work • recommend work

Idea Starters

- Review a story in your textbook.
- Review your favorite novel.
- Review the latest book in a popular series.
- Review a biography of a person you admire.

Writing Tip

As you begin, think about what makes the work special. Start by answering questions like these:

- Is the work like anything else you've read?
- How did the work surprise you?
- What else has the author written?
- Who was your favorite character?
- What kind of reader would enjoy this work?

Your Turn

Get Started Make notes in your **RWN** describing a piece of literature you will write about and your overall response to the work. Then, answer the questions on this page to expand on your response to the literature. Your notes will help you plan your review.

Learn It Online

Need help organizing your essay? Use the interactive graphic organizer at:

go.hrw.com L8-345 Go

Resources

Writing and Speaking Workshops, on-level practice and assessment, p. 31

Differentiating Instruction, modified lesson plans and strategies

WritingNotes, interactive lesson presentations with activities

GrammarNotes, interactive lesson presentations with activities

Writing and Research in a Digital Age, interactive lesson presentations with activities

Teacher One Stop™, on-level lesson plans and all print resources

Holt English Language Development, systematic instruction and scaffolded content

Language Handbook Worksheets, pp. 20, 21, 24

ThinkCentral Online Assessment, Writing Workshop Test

ThinkCentral Online Remediation

Holt Online Essay Scoring

Direct Teach

Guided Practice

Choose a Literary Work

- Tell students to select a piece of literature that they liked or that interested them the first time they read it. Remind them that their interpretations and opinions of the work may change as they reread it for details and write about it.
- Before students begin planning a review of a particular literary work, suggest that they take one or two minutes to freewrite about it, answering one of the questions in the margin on this page. If students find they have little to say about the work, they should choose a different one.

Think About Audience and Purpose

Remind students that their goal is to evaluate a literary work for readers who may or may not be familiar with it. They should consider before they begin what kinds of literature their audience might like and why readers might like or dislike the piece of literature they select.

Your Turn

Get Started Give students time to select a literary work and to consider their initial response to it. Tell students to work independently to answer the questions on this page and to fill out an Audience and Purpose chart.

Learn It Online

The Interactive Student Edition includes more than thirty **Interactive Graphic Organizers.** Your students can use them to generate and organize ideas, compare and contrast, evaluate a decision, support a position and much more. Preview at **go.hrw.com.**

go.hrw.com L8-345 Go

Guided Practice

Organize Your Ideas

- Remind students that a theme is a universal idea about human nature; it is not the same thing as the topic. For example, the topic of a story might be space exploration, but its theme might be that living in outer space has negative effects on explorers.
- Make sure students understand the difference between interpretation and judgment, or evaluation.
- Tell students that an interpretation is the way a reader makes sense of the meaning of a piece of literature. An interpretation answers the question "What does the author mean?" or "What does this work mean to me?"
- Tell students that to make a judgment or evaluation of a work is to express an opinion about its value. It answers the question "Why should anyone read this?"

Your Turn

Plan Your Review Have students complete the **Your Turn** as independent practice. Tell students to create a plan like the one on this page. Monitor their progress by making sure they can find needed details in the literary work and are formulating clear interpretations and judgments.

Writing Tip

When you write about literature, you should tell your reader what the work is about without retelling the story. Remember that some readers of your essay will have already read the work, but those who have not yet read it will want to discover surprises on their own.

Organize Your Ideas

What should you include in your review? As you plan what you will write, organize your ideas in an outline. A review should include the following:

- **Introduction:** Start with an engaging opening. Make sure to identify the type of work you're covering, the title, and the author. Introduce the main theme of work, and indicate your general reaction.
- **Body:** Here, you can note your interpretations and judgments. Back up your opinions by using examples from the story—such as short quotations.
- **Conclusion:** As you finish the review, try to predict what your readers' questions might be, and answer them here. Explain whether you would recommend this work, and end with a memorable closing statement.

Here's an example of one writer's plan. Use it as a model.

Introduction

Engaging Opening: "The best way to stop arguments is to get people to eat peanut butter sandwiches. They can't talk."
Work and Author: "Scout's Honor" by Avi
Type of Work: short story
Main Theme of Work: Friendship and courage can help people endure difficult circumstances.
My General Reaction: positive

Body

Interpretations and Judgments: The boys learn that admitting they are not as tough as the others takes more courage than going on.
Examples: The umbrella example shows the bonds of friendship.
Short Quotes: Max: "Naw. I wanted to quit but I wasn't tough enough to do it." Horse: "You saying I'm the one who's tough? I hate roughing it!"

Conclusion

Recommendations: I would recommend this story to my classmates and peers.
Closing Statement: Restate the theme of the story—that is, the importance of friendship, courage, and honor.

Your Turn

Plan Your Review Before writing your review, make a plan for its **introduction, body,** and **conclusion.** Share your plan with a classmate, and consider using his or her feedback to make changes to your plan.

Response to Literature Writing Prompts

Students can choose their own ideas or use one of the following prompts to write a response to literature.

World Languages If you can read more than one language, find a translation of a piece of literature originally written in English (or find a piece of literature translated from another language to English). Look at both versions and then write a review of the translation.

Language Arts Watch a film based on one of your favorite novels or short stories. Then, write a review that shares details about how well the work was translated onto the big screen.

History Review a piece of literature that is set in a different historical time period.

Drafting

Follow Your Plan

Using your plan as a guide, draft your response to your chosen piece of literature. As you write, keep in mind the characteristics of a good response to literature, described on page 344. The framework at the right provides a quick reference for you as you draft.

Structure of Response to Literature

Introduction
- Begin with an engaging opening.
- Supply the author's name and the work's title and genre.
- Supply necessary background and main theme.
- Supply your general reaction.

Body
- Give your interpretation and judgments.
- Provide examples and support for each opinion, including quotes.

Conclusion
- Give recommendations.
- Close by restating the theme.

Use Examples

To help your readers understand the points you make, you should cite examples from the text. Notice that in his review of *The Best of Ray Bradbury*, Jason Sacks tells his readers exactly how a particular illustration adds to the story.

> . . . .Gibbons's take on "Come Into My Cellar" uses the artist's traditional comics style to great effect, wonderfully conveying the banality of his characters' lives through use of small panels that seem to be just slightly askew.

Grammar Link Pronouns and Referents

When writing a response to literature, you will be referring to characters, text passages, the author, and so on. Whenever you use a **pronoun** to stand for a **noun,** make sure the pronoun's **referent** (the noun that the pronoun stands for) is clear. Look at the example from the professional model to see how to make referents clear.

> Ray Bradbury is one of the finest writers of science fiction and fantasy literature. His stories are taught in high school and college literature classes throughout the English-speaking world. He allowed EC Comics to adapt several of his stories in their science fiction comics in the 1950s.

Because the writer mentions Bradbury in the first sentence, the *His* in the second sentence and the *he* and *his* in the third sentence are clear.

Writing Tip

You may want to quote passages from the work to help explain your response to the literature. Introduce the quoted material so that your reader knows where the quotation comes from, and enclose any quoted material between quotation marks. Remember to keep your quotations as short as possible. Quote just enough of a passage to illustrate your point, and then explain to your reader why the quote is important.

Your Turn

Write Your Draft Using the plan that you created, write a draft of your review. Think about these questions:
- What **examples** from the literary work can I include?
- What passages, if any, should I quote in the review?
- Are all my **pronoun referents** clear?

Differentiating Instruction

English-Language Learners

Before students begin the process of selecting a work to review, review the meanings of the key terms of the assignment, including *theme, interpretation, judgment,* and *recommendation.* Consider allowing students to read and review literary works written in their native languages.

Writers Gaining Proficiency

Paired activity Students may have trouble identifying the theme of a literary work. Have students work with partners who have read the same work. Have them create a three-column chart with the headings *Topic, Theme,* and *Details.* Students should distinguish between the topic and theme. In the Details column, students should jot down details from the work that helped them figure out the theme.

Advanced Learners

Acceleration Challenge students to review more than one work of literature. They might review two stories by the same author, or they might compare an author's story or novel to his or her biography or memoir. Students should be able to make thematic connections across the two works.

Guided Practice

Use Examples

- Tell students that quoting from a literary work is the most direct way to provide an example. Students should limit quotations to a sentence or two.
- Remind students that they can summarize and paraphrase the literary work to provide examples. For example, they might paraphrase some dialogue that suggests the theme. Or they might summarize the plot.

Grammar Link

Have students identify the pronouns and their referents in the following sentences.

1. *To Kill a Mockingbird* became an instant classic. It is still read in classrooms every year. [*Pronoun: It; Referent:* To Kill a Mockingbird]
2. *Jane Austen* published her first novels anonymously. She did not want her audience to know she was the author. [*Pronouns: her, she, her, she; Referent: Jane Austen*]

Elements of Language, Second Course

Warriner's Handbook, Second Course

Your Turn

Write Your Draft Have students complete the **Your Turn** as independent practice. Remind students to draw on their completed writer's plans as they begin to draft their reviews. Suggest that students write on every other line in their drafts so that revisions can be made more easily later.

Guided Practice

Model and Apply

- Using a student draft on a transparency, model how to use the questions, tips, and revision techniques suggested in the chart. You might use a student's response to literature or a response to literature of your own to evaluate and revise using the steps in the chart.
- Ask volunteers to demonstrate using each of the steps on their own responses to literature.

Peer Review

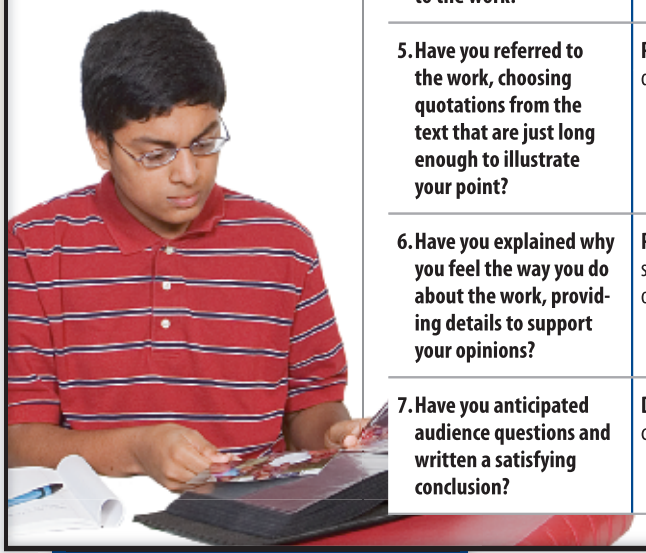
As students sit down with partners to review their drafts, remind them to focus on what each writer did well. Partners should offer constructive suggestions and ask questions that will help the writer make his or her writing clearer and more effective. Students should be sure to focus their attention on each other, so that each student knows he/she is really being heard.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Peer Review

Using the chart at the right, you can help your partner give you useful feedback and suggestions by mentioning the kinds of questions you have about your draft.

- Is there a point in your draft that you think might need to be clarified? Direct your partner's attention to that point.
- Do you think you might need to expand your draft? Ask your partner where you might say more about an example or add another point.
- Are there questions on the Evaluating and Revising chart that you are not sure you've addressed in your essay? Point these out to your partner.



Evaluating and Revising

Read the questions in the left column of the chart, and then use the tips in the middle column to help you make revisions to your essay. The right column suggests techniques you can use to revise your draft.

Response to Literature: Guidelines for Content and Organization

Evaluation Questions	Tips	Revision Techniques
1. Does your introduction grab the reader's attention?	**Underline** an attention-getting sentence.	**Add** an interesting fact about the author or a striking quote from the work.
2. Have you given necessary information, including the title of the work and the author's full name?	**Circle** the title and author's name.	**Double-check** the correct spelling of the author's name and the title of the work.
3. Have you mentioned the genre and theme of the work in your introduction?	**Put a star** next to the word or phrase that names the theme.	**Add** a sentence describing what you think is the main theme of the work.
4. Does your draft mention the author's style and how the style does or does not contribute to the work?	**Circle** sentences about the author's style.	**Add** an example of the style and a sentence explaining your reaction to it.
5. Have you referred to the work, choosing quotations from the text that are just long enough to illustrate your point?	**Put wavy lines** under quotations.	**Cut** any part of a quotation that you do not need. **Replace** quotations to illustrate your point better.
6. Have you explained why you feel the way you do about the work, providing details to support your opinions?	**Put a check** beside sentences that explain your opinion.	**Add** a sentence of explanation after a sentence that expresses your opinion.
7. Have you anticipated audience questions and written a satisfying conclusion?	**Draw a box** around your conclusion.	**Add** a recommendation for the reader.

Research to Practice

Holt Professional Learning for Language Arts

To watch videos on teaching **revision, grammar,** and **on-demand writing skills** featuring Linda Rief, Amy Benjamin, and Leila Christenbury, go to this page in the Interactive Teacher's Edition.

Read this student's draft, and notice the comments on its structure and suggestions for how the response could be improved.

Student Draft

More Than Just Camping

by Jenna Galper, Paradise Canyon Elementary

"The best way to stop arguments is to get people to eat peanut butter sandwiches. They can't talk." The narrator learns this lesson in Avi's short story "Scout's Honor." The narrator and his two friends must go on an overnight hike in the country to progress a level in Boy Scouts. The three boys use friendship, courage, and honor to guide them through their first camping trip.

The narrator, Horse, and Max share a special friendship. You can tell that throughout the story. No matter where they are or how bad the circumstances are, the boys still express their friendship and have fun.

← In the first paragraph, Jenna opens with an engaging **quote,** identifies the **title, author,** and **genre,** describes the basic **plot** situation, and states her **thesis,** or main idea.

← Jenna supports her main idea with an **example** of the characters' friendship.

MINI-LESSON How to Elaborate with Specific Examples

Jenna's second paragraph makes a point about the boys' helping each other, but she offers no evidence from the story. She can use a specific incident from the story to illustrate her point about the boys' friendship. Retelling the anecdote about the umbrella with specific details provides support. She also ends this addition with a comment on how the incident relates to their friendship. Here is how Jenna revised the second paragraph of her response.

Jenna's Revision of Paragraph Two

The narrator, Horse, and Max share a special friendship. ~~You can tell throughout the story.~~ For example, when they are crossing the George Washington Bridge in the pouring rain, the narrator puts up his umbrella, with him in the middle and Horse and Max on either side. Max and Horse are still getting wet, so the narrator closes his umbrella and they all get equally soaked. If the three boys hadn't had such a great friendship, the narrator would have let his friends get soaked while he stayed dry in the middle. No matter where they are or how bad the circumstances are, the boys still express their special bond of friendship and have fun.

Your Turn

Use Details Read your draft, and then ask yourself, "What details about the work would help to illustrate my points?"

Differentiating Instruction

Writers Gaining Proficiency

Paired activity Have students meet with partners to review their drafts for places where they could elaborate by adding details. Tell students to work together to identify the sentence in each paragraph that states an opinion or interpretation. Then have them search the rest of the paragraph for supporting details. If they can't find any, students need to return to the literary work and ask the question "What details from the work help support my point or interpretation?"

Guided Practice

Student Draft

Explain that the Student Draft on this page is the first half of a response to literature by the student who completed the writer's plan on p. 346. Model reading the draft and the annotations in blue, and explain that the yellow highlighting illustrates the student's language choices. Explain that a mini-lesson follows with helpful information about ways to improve this draft as well as their own.

Mini-Lesson

How to Elaborate with Specific Examples

- Point out that before the writer added details, her second paragraph was vague. She elaborates by including details about a particular incident in the story that illustrates the boys' friendship.
- Make sure that students notice the difference between the original version of the paragraph and its revision. They should understand that the second sentence in the original paragraph was too vague, especially for readers not familiar with the story. The revised paragraph includes specific details to illustrate the writer's point.

Your Turn

Use Details As students complete the **Your Turn,** have them place stars next to places in their drafts where they could elaborate or add specific details from the literary work that would support their points. Allow students time to add the elaboration to their drafts.

Guided Practice

Student Draft

- Explain that the Student Draft is continued and completed on this page. Again the draft is annotated and highlighted for students.
- Read the draft and annotations aloud and discuss. Refer students to the completed writer's plan on p. 346. Ask students to comment on whether the student writer followed her plan.

Mini-Lesson

How to Write an Effective Closing Paragraph

- Remind students that the conclusion is the place where they should restate the theme of the work and offer a recommendation or judgment.
- Point out how the student writer added a more specific statement of theme to her draft. Read the student's first draft and then compare it to her revised version. Ask students to comment on which is more effective and why.
- Tell students that the revision could have been made even stronger if the student writer had included a recommendation or judgment of the story. Ask volunteers to think of one.

Your Turn

Write an Effective Closing Statement Tell students to underline the restatement of theme in their conclusions and to place a star next to their recommendation. If students do not have an underlined sentence or a star in their concluding paragraphs, they should add the missing element.

Student Draft *continued*

Jenna adds a second example. →

Another example of their outstanding bond is when, despite being cold and tired, the boys still found a way to have fun—FOOD FIGHT! No matter where they are, the narrator, Max, and Horse can always find a way to express their special bond and turn any situation into a celebration.

Jenna supports her main ideas with an **example** of the characters' courage. →

When the boys finally give up on their trip, the narrator is the first to admit that he isn't as tough as the other guys. Max responds by saying, "Naw. I wanted to quit but I wasn't tough enough to do it." Horse makes a fist and demands, "You saying I'm the one who's tough? I hate roughing it!" The boys realize that it takes more courage to admit that they aren't as tough as the others than it does to pretend that they are.

Dialogue brings the example to life. →

Jenna supports her thesis with an **example** of the characters' sense of honor. →

The friends share a great understanding of honor and what it means. The boys promise each other that they won't tell the scout leader that they left early. They clasp hands, and the narrator says two simple words that sum up the whole story: "Scout's Honor."

Jenna sums up by restating her main idea as the **theme** of the story. →

The three friends learn much more than just camping. They learn lessons they will never forget.

MINI-LESSON How to Write an Effective Closing Paragraph

In her draft, Jenna ends with a vague closing statement. What lessons do the friends learn? Were these lessons the theme of Avi's story? Jenna decides to improve her draft by restating the theme of the short story in her own words and linking it back to the title and author.

Jenna's Revision of Paragraph Six

In Avi's short story "Scout's Honor," three boys go into the country to learn new skills and earn a badge in Boy Scouts. However, ~~T~~the three friends learn much more than just camping. They learn life lessons they ~~will never forget~~ can take with them forever: friendship, courage, and honor.

Your Turn

Write an Effective Closing Statement With a partner, look over the **conclusion** of your review. If your conclusion is vague or weak, remember that you can improve it by using your own words to restate the **theme** of the work of literature you are reviewing.

Differentiating Instruction

Writers Gaining Proficiency

Remind students that they can make a recommendation without using the first-person pronoun ("I") or the words *recommend* or *recommendation*. Have students review the Professional Model on p. 344, and point out how the author phrases his recommendation. Tell students to use this as a model for their own recommendations.

Learners with Diverse Needs

Have students set aside their completed drafts for a day. On a separate sheet of paper or in a journal, have students freewrite a one-paragraph answer to the following questions: "Do you think other people should read the literary work? Why or why not?" Tell students to add sentences from their freewrite in their closing statements when they revise their drafts.

Proofreading and Publishing

Proofreading

Re-read your essay for errors in grammar, usage, and punctuation. Pay special attention to the spelling of authors' and characters' names and to the spelling and punctuation in the title of your chosen work. Then, prepare your final copy to share with your audience.

Grammar Link Varying Sentence Structure

Be careful to avoid using the same sentence structure too much. In one of the last paragraphs, Jenna began three sentences with a noun. To vary the sentence structure and add emphasis, Jenna added an introductory phrase to one of the sentences.

Above all else, the
~~The~~ friends share a great understanding of honor and what it means. The boys promise each other that they won't tell the scout leader that they left early. They clasp hands . . . ."

Publishing

Here are some ways to share your response to literature:

- Submit your essay to your school newspaper.
- E-mail your essay to a friend who you think will enjoy the literary work you wrote about.
- Submit your response to an online bookstore that publishes customer reviews.
- Post your work on your personal Web page or the author's Web page.

Reflect on the Process In your **RWN,** note what you learned while writing your response to literature. Then, answer the following questions:

1. How did writing about the literary work lead you to a better understanding or appreciation of it?
2. Was the tone of your response to literature knowledgeable yet friendly? How might you adjust your tone if you were writing this response for a different audience?
3. What new techniques or ideas about literary analysis did you learn in this workshop? How might you apply these techniques to analyzing other forms of literature?

Proofreading Tip

Exchange essays with a classmate, and take time to read each other's reviews carefully. Ask your classmate to read your draft for repetition in sentence structure and for punctuation errors. Is there a place where he or she would change your original sentence structure to add variety?

Your Turn

Proofread and Publish As you are proofreading, look carefully at whether you begin too many sentences in a row with a noun or an article. Where appropriate, add introductory phrases or rearrange word order to make your sentence structure more varied. When your draft is ready, share it with others.

Guided Practice

Grammar Link

- Explain that essays with many sentences that start the same way can cause readers to lose interest.
- Point out how in the revision, the writer adds the phrase "Above all else" to the beginning of the sentence. Write this alternative version of the sentence, which rearranges words in the sentence: "A great understanding of honor and what it means was shared by the boys." Ask students to compare the two versions and decide which is better.
- Explain that the beginning of a sentence can be changed by adding words or phrases and by rearranging the order of words in the sentence.
- Challenge students to change the sentence structure of at least two sentences in their own drafts.

Publishing

Brainstorm with students additional ways to publish their responses to literature.

Reflect on the Process

Have students reflect on the entire writing process as well as their final product. Challenge them to reflect metacognitively about how they can improve and apply what they have learned.

Your Turn

Proofread and Publish Have students check their final drafts for common spelling and grammar errors, as well as for the overuse of sentences that begin with nouns. Tell students to highlight or underline the revisions before they submit their drafts. Have students attach their drafts to their final copies.

Guided Practice

Scoring Rubric

- Tell students that the best way to understand rubrics is to use them to score actual writing. Choose the rubric that best fits your state writing assessment and review it with students.
- Have students work with partners to evaluate the responses to literature they wrote in the Writing Workshop. Ask students to score their partner's response and then write a brief paragraph using the language of the rubric to explain the reasons for the score.

Holt Six Traits for Writing, rubrics, prompts, and sample papers

Assess

Writing and Speaking Workshops, Response to Literature analytical scales and rubric

ThinkCentral Online Assessment, Writing Workshop Test

Teacher One Stop™, editable Writing Workshop Test

Reteach

ThinkCentral Online Remediation

Scoring Rubric

You can use one of the rubrics below to evaluate your response to literature from the Writing Workshop or from the activity on the next page. Your teacher will tell you to use either the four-point or the six-point rubric.

6-Point Scale

Score 6 *Demonstrates advanced success*
- focuses consistently on a clear thesis
- shows effective organization throughout, with smooth transitions
- offers thoughtful, creative ideas
- develops ideas thoroughly, using examples, details, and fully elaborated explanation
- exhibits mature control of written language

Score 5 *Demonstrates proficient success*
- focuses on a clear thesis
- shows effective organization, with transitions
- offers thoughtful ideas
- develops ideas competently, using examples, details, and well-elaborated explanation
- exhibits sufficient control of written language

Score 4 *Demonstrates competent success*
- focuses on a clear thesis, with minor distractions
- shows effective organization, with minor lapses
- offers mostly thoughtful ideas
- develops ideas adequately, with a mixture of general and specific elaboration
- exhibits general control of written language

Score 3 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's focus
- shows some organization, with noticeable gaps in the logical flow of ideas
- offers routine, predictable ideas
- develops ideas with uneven elaboration
- exhibits limited control of written language

Score 2 *Demonstrates basic success*
- includes loosely related ideas that seriously distract from the writer's expository/informative purpose
- shows minimal organization, with major gaps in the logical flow of ideas
- offers ideas that merely skim the surface
- develops ideas with inadequate elaboration
- exhibits significant problems with control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization
- offers unclear and confusing ideas
- develops ideas in only a minimal way, if at all
- exhibits major problems with control of written language

4-Point Scale

Score 4 *Demonstrates advanced success*
- focuses consistently on a clear thesis
- shows effective organization throughout, with smooth transitions
- offers thoughtful, creative ideas
- develops ideas thoroughly, using examples, details, and fully elaborated explanation
- exhibits mature control of written language

Score 3 *Demonstrates competent success*
- focuses on a clear thesis, with minor distractions
- shows effective organization, with minor lapses
- offers mostly thoughtful ideas
- develops ideas adequately, with a mixture of general and specific elaboration
- exhibits general control of written language

Score 2 *Demonstrates limited success*
- includes some loosely related ideas that distract from the writer's focus
- shows some organization, with noticeable gaps in the logical flow of ideas
- offers routine, predictable ideas
- develops ideas with uneven elaboration
- exhibits limited control of written language

Score 1 *Demonstrates emerging effort*
- shows little awareness of the topic and purpose for writing
- lacks organization
- offers unclear, confusing ideas
- develops ideas in only a minimal way, if at all
- exhibits major problems with control of written language

SKILLS FOCUS pp. 352–353

Writing Skills
- Write a review.
- Support ideas with relevant evidence and details.

Response to Literature Writing Prompts

Students can use the writing prompt on p. 353 in the Student Edition or one of the following prompts.

- Write a review of a children's book that you are familiar with. Review it with an audience of young people or their parents and teachers in mind. Explain why you think young children should or should not read the book.
- Write a response to a film you have seen lately. Evaluate the film's merits by answering these questions: Does it have an interesting plot, characters, and imagery? What is its theme or message? Include details from the film to support your point.
- Write a review of the effectiveness of an advertisement or commercial you have seen. State whether you think the advertisement or commercial is worth paying attention to and why.

Response to Literature

When responding to a prompt, use what you've learned from your reading, writing your response to literature, and studying the rubric on page 352. Use the steps below to develop a response to the following prompt.

Writing Prompt

Write a response to literature in which you evaluate a book or literary selection that you know well. Your response should encourage your audience—fellow students—to either read or not read the work. Provide details from the literature to support your opinions.

Study the Prompt

Read the prompt carefully, and identify all parts of your task. You must choose a book or other literary selection for your response. Your **response** must make your **opinions** clear. It must also provide several **details** from the work to support your opinions.

Tip: Spend about five minutes studying the prompt.

Plan Your Response

First, think of some books, stories, or poems that you have read recently. Then, choose the piece of literature that you know best. Once you have settled on your subject, jot down the following:

- the work's title, author, genre (novel, short story, poem) and the date of publication
- your reactions to the work
- what your readers need to know about the work

Your response will state your overall opinion of the work, but because your time is limited, you may want to focus on one or two elements that support your opinion. For example, if you thought the selection was depressing, you might focus on the author's use of gloomy images or settings.

Tip: Spend about ten minutes planning your response.

Respond to the Prompt

Using the notes you've just made, draft your response to literature. It may help to follow these guidelines:

- In the introduction, get your readers' attention with an engaging opening. Provide the title, author, and type of work; the basic situation; and your general reaction to the work.
- In the body of your response, use examples and short quotations to support your opinions.
- In the conclusion, anticipate and answer readers' questions and say whether you recommend the work. **Tip:** Spend about twenty minutes writing your draft.

Improve Your Response

Revising Go back to the key aspects of the prompt. Did you identify the work? Did you state your opinion clearly? Did you provide details?

Proofreading Take a few minutes to proofread your response to correct errors in grammar, spelling, punctuation, and capitalization. Make sure all your edits are neat, and erase any stray marks.

Checking Your Final Copy Before you turn in your response, read it one last time to catch any errors you may have missed. You'll be happy you made the extra effort. **Tip:** Save ten minutes to improve your response.

Differentiating Instruction

English-Language Learners

Before students begin planning their responses, make sure that they understand the meanings of the key terms they will be reading—*opinions, details, title, author, genre,* and *date of publication.* You may wish to assign a particular literary work and hold a discussion of its key elements before students plan their responses.

Writers Gaining Proficiency

Students may benefit from going online and reading other people's reviews or responses to a particular work of literature. Tell students to notice how the online writers organized their reviews.

Standards Focus

Objectives

Students will

- write responses to literature
- evaluate a book or literary selection
- offer recommendations

Direct Teach

Guided Practice

Study the Prompt

Before students begin writing, encourage them to answer the following questions:

1. What is my time limit?
2. What are the key skills assessed in the scoring rubric?
3. Who is my audience?
4. What is my purpose?

Plan Your Response

Tell students that the scoring rubric emphasizes the importance of offering a clear thesis and maintaining a consistent focus. Remind students that each paragraph in the body of their responses should focus on one element of the literary work.

Improve Your Response

Make sure students understand that the scoring rubric emphasizes the importance of offering thoughtful insights into a literary work. Remind students that there is not only one correct interpretation of a literary work. Students must provide a unique view of the work and support it.

Assess

Use the rubric on p. 352 to assess students' essays.