

Differentiated Response to Literature



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








Garden Grove Unified School District

Orange County Council for Gifted & Talented
Education

"Unlocking the Potential"

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A Brief Explanation of Kaplan's Icons of Depth and Complexity

Dimensions of Depth	
	Language of the Discipline: Indicates identification and usage of appropriate language relative to the discipline.
	Details: Indicates elaboration and description of an idea or event.
	Patterns: Indicates recurring elements or repeated factors of an idea or event, as well as the order of events. Identify & predict.
	Trends: Indicates identification of changes throughout a period as well as the factors, influences & forces. Note causality & predict.
	Unanswered Questions: Indicates unclear ideas & information as well as what is unknown, unexplored, unproved. Identify & guess.
	Rules: Indicates organizational elements relevant to curriculum. Note order, determine relevance, organize, & identify learnings.
	Ethics: Indicates possible rights & wrongs of an event, idea, or issue. Reflection on bias, prejudice, discrimination. Draw conclusions, argue, and prove with evidence.
	Big Idea: Indicates a generalization, principle, or theory about the curriculum being studied. Identify theory, state principle.
Dimensions of Complexity	
	Over Time: Indicates a change over time where changes are identified and causality examined. Predict, order, & sequence.
	Points of View: Indicates multiple perspectives. Examine ideas and events from different perspectives. Think like a . . .
	Interdisciplinary Connections: Indicates a connection between the curriculum under study and other. Associate, integrate, & link.

Achieving High Standards with Response to Literature

California State Standards-

Writing:

- Demonstrate an understanding of the literary work.
- b. Support judgments through references to both the text and prior knowledge.


Reading -Literary Response and Analysis

- Read and respond to a wide variety of literature.
- Distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).
- Identify the main events of the plot, their causes, and the influence of each event on future actions.
- Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.



GATE Standards

- Differentiated curriculum includes learning theories that reinforce the needs, interest and abilities of gifted students including abstract thinking and big ideas of content area.

In other words...

An effective response will do more than merely retell the story. It will state what the author means and provide information about why the passage was written. ( BIG IDEA).

The writer must demonstrate that he/she has thought about the meaning of the passage, and knows that simply describing and summarizing the passage is not enough. (DIGGING DEEPER!)

 Details the writer uses to support the interpretations should be true and make sense. The writer should also pull specific details from the passage to support his/her interpretation. ( Proving with Evidence)

An Effective Response to Literature...

- Tells more than the story by explaining why the author wrote the passage;
- Shows that the writer has thought about more than just the plot of the passage;
- Gives details that support the writer's interpretation of the passage;

- Reports the details of the passage accurately and in a logical order.

Response to Literature Prompts for Formal Testing

Oral discussion is key to developing a student's ability to formulate a sophisticated response to literature. Therefore, it is imperative that teachers prepare students through classroom discussions that focus on the various types of prompts they may encounter.

There are four distinct types of prompts that may be utilized to elicit reader response to literature: experiential, aesthetic, cognitive, and interpretive.

Experiential Prompts- These prompts tap into the students' prior knowledge, experience, or previous readings, promoting text-to-life or text-to-text connections.

- What are the similarities between the main character and another character you have read about in the past?
- How might the plot of this story parallel that of another story you have read?
- What are the parallels between what happens in the story and current events?
- How are some of the events in the story similar to your own experiences?

Aesthetic Prompts- These prompts tap into the student's emotional response to the text.

- How does this story make you feel?
- What are your thoughts about what happened to the main character?
- How might you feel if you were the main character?
- What is your perspective on how the main character handled a particular situation?

Cognitive Prompts- These prompts require students to think about what they have read and predict and infer what might happen next in the story. Students may also be asked to consider the conflict facing a character in the story and provide possible resolutions.

- What do you predict will happen next?
- What action(s) would you take if you were in the same situation as the main character?
- What assumptions can you make about why the main character behaved the way he/she did?

Interpretive Prompts- These prompts call on students to interpret the message/lesson in the story and make judgments about a character's actions or plight.

- What is the big idea (lesson/moral) the author is trying to convey?
- In your opinion, did the main character in the story take the right action?
- What was meant when the main character said _____?
- What qualities lead you to believe that the main character is a good/bad person?

Adapted from M. Hancock, *Celebration of Literature and Response: Children, Books, and Teachers in K-8 Classrooms* (2007)

Backward Planning Template

Story Title/ Author:

Type of Prompt:

Response Prompt:

Discussion Questions:

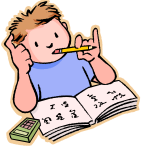
- 1.
- 2.
- 3.

Cognitive Activities to Support Understanding

Thinking Tools/Graphic Organizers/Thinking Maps

Scaffolds to Support Written Response

Model Writing, Essay Structure, Sentence Starters



Character Traits

Personal Qualities That Help Define a Character
Use this as a tool to analyze your character.



antagonistic	determined	honest	mischievous	sensible
afraid	discouraged	humiliated	nervous	sincere
annoyed	energetic	hopeful	optimistic	selfless
anxious	elated	humorous	open-minded	sympathetic
baffled	embarrassed	humble	overjoyed	thoughtful
bewildered	enthusiastic	helpful	overwhelmed	timid
bored	forgiving	imaginative	patient	treacherous
calm	foolish	independent	perplexed	trusting
carefree	friendly	intelligent	perseverant	trustworthy
cautious	fortunate	irritated	personable	troubled
clever	frustrated	inventive	reliable	understanding
confident	furious	kind	resentful	uneasy
content	generous	loyal	resourceful	unkind
courageous	gentle	likeable	quick-witted	wise
defeated	greedy	malicious	scared	witty
demanding	happy	motivated	sensitive	zany



Words/Dialogue

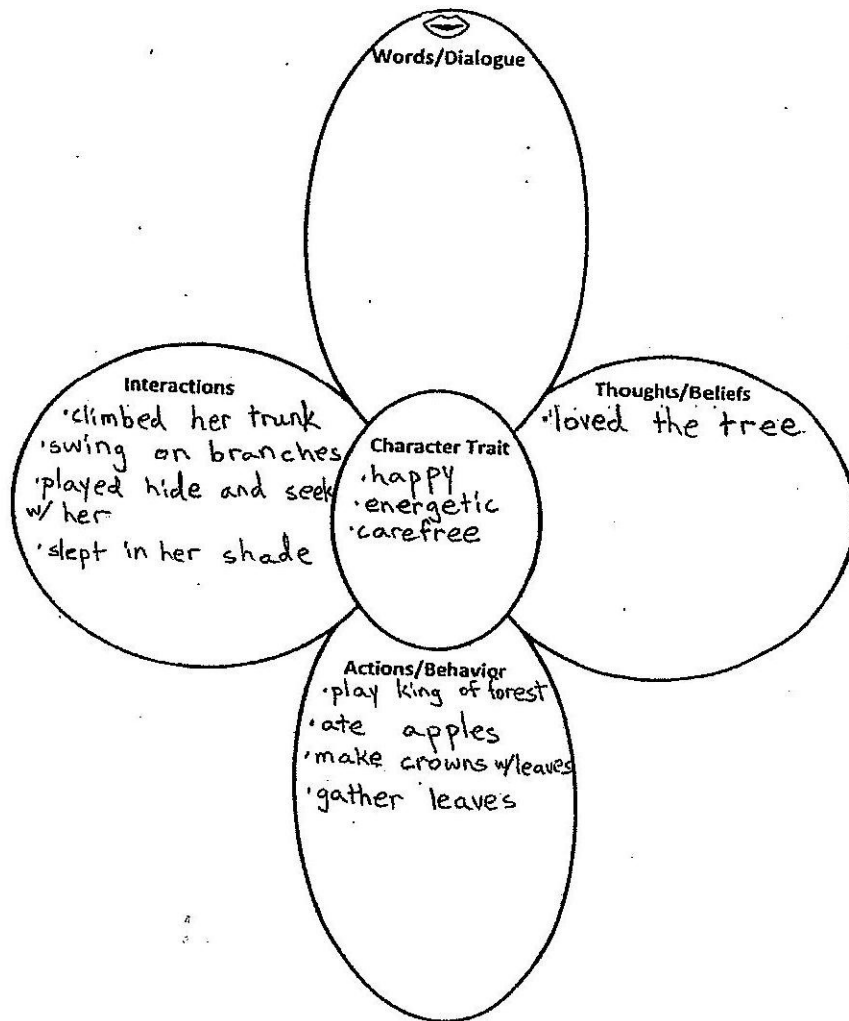
Interactions

Thoughts/Beliefs

Character
Trait

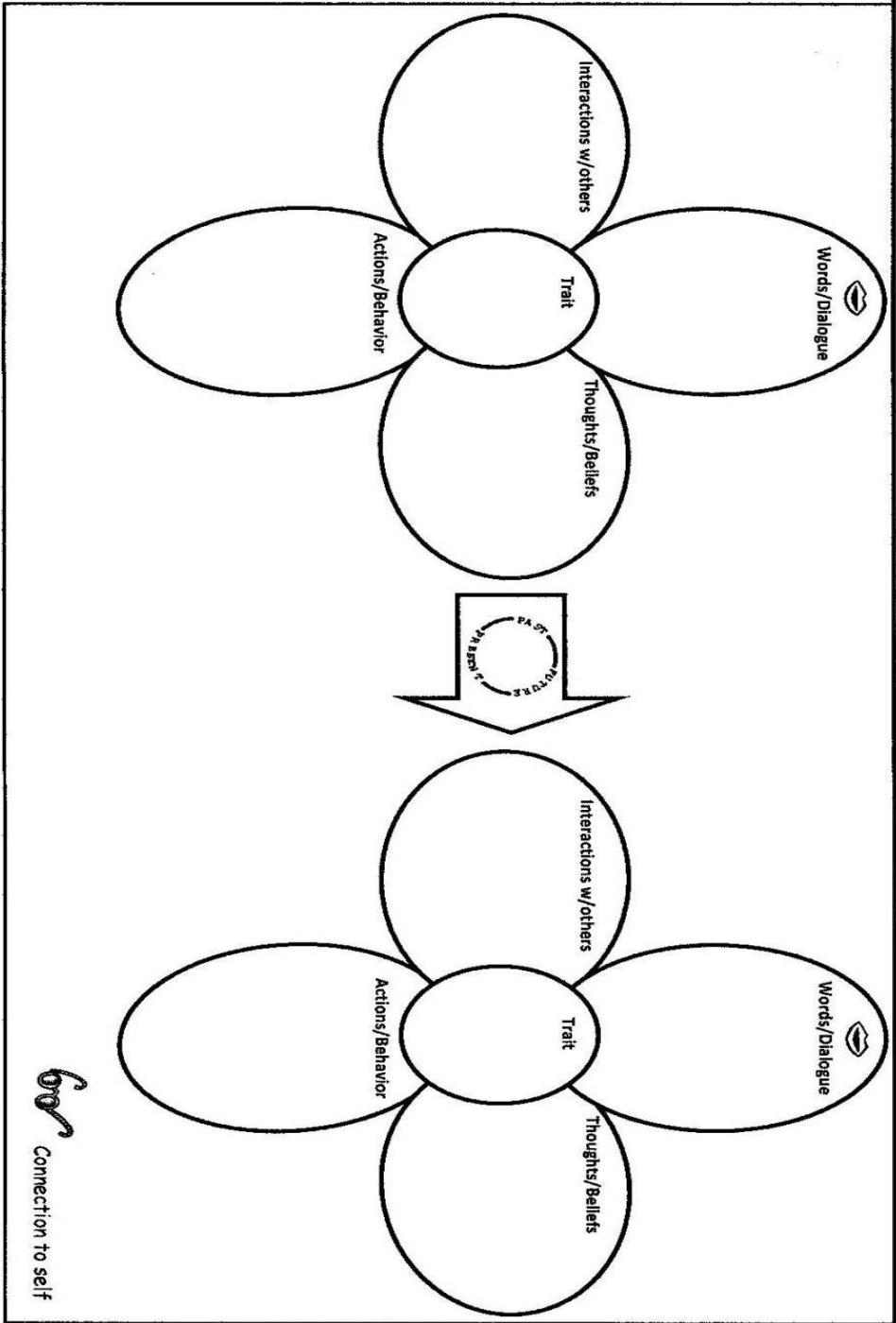
Actions/Behavior

Student Sample 1

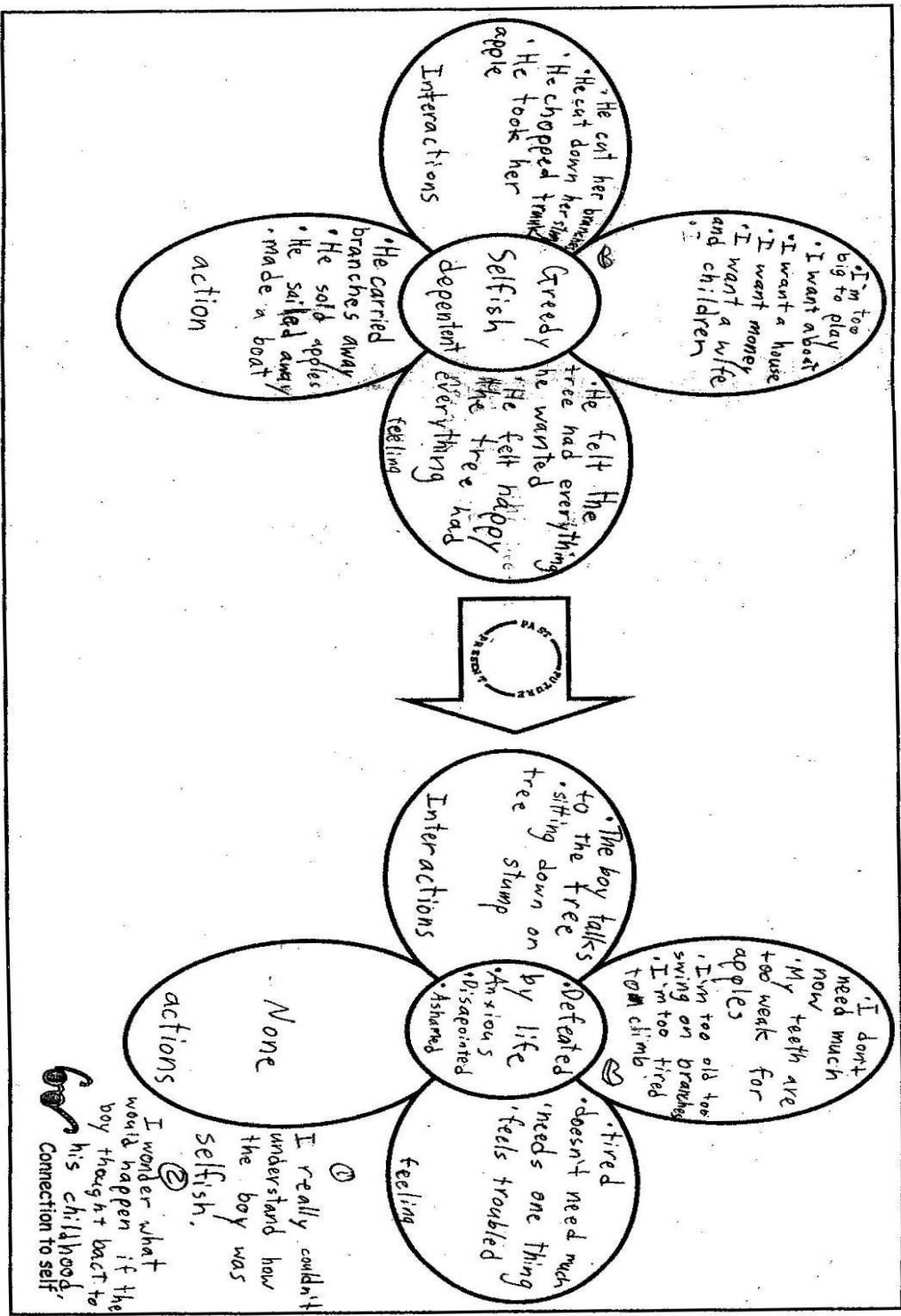


Use the detail icons below to show how a character changes throughout the story. Consider how the character acts or feels at the beginning of the story and how the character's traits change.

Analyzing a Character's Change



Author's purpose



The author is telling us → "Don't be greedy of the forwards the end of your life"



Author's purpose

It is a personal story.

Reading Responses

THINKING about what you read

The purpose of responding to what you read is to make connections with the text and yourself (your thoughts, beliefs, experiences, etc.). Build these sentence starters, or your own, into paragraphs. Explain your **thinking**.

1. I wonder ...(why...) (how...)
2. I wonder what would happen if...
3. What if...
4. I thought...
5. I wish...
6. I felt...
7. Maybe...
8. I was reminded of...
9. If I had been...
10. I can't believe...
11. I really like...
12. It bothered me when...
13. I was surprised...
14. I know the feeling...
15. I was confused when...
16. It was funny when...
17. It was scary when...
18. I learned...
19. I love the way...
20. I like the idea...
21. My favorite part...
22. The author...
23. I began to think of...
24. I really can't understand...
25. I never thought about...
26. I think the author...
27. I could picture _____, because....



Thesis



Definition

- A thesis is a summary of the argument or analysis that is to follow.
- It is normally one or two sentences in length.
- It organizes and develops your argument
- It provides the reader with a guide to your argument.



Key words to start a thesis:

Through While Because Although



Examples

- Through _____, **Author's Name** shows how **theme** is _____.
- While _____, with time **theme** _____.
- Because _____, _____ **theme** _____.
- Although _____, **theme** because _____.

Application *Green Eggs and Ham*

- **Through** the main character's experience with green eggs and ham, **Dr. Seuss** shows how having **an open mind** is important.
- **While** the main character initially viewed green eggs and ham as something repulsive, with time he realized **an open mind** allowed him to experience a new and delicious food.
- **Because** the main character was initially against trying anything new, it took great effort to convince him that **an open mind** would lead to something positive.
- **Although** green eggs and ham didn't look good, the main character's **open mind** allowed him to be pleasantly surprised.
- The main character's reaction to green eggs and ham illustrates Dr. Seuss' theme, **people need to have an open mind.**

Application *Goldilocks and the Three Bears*

- **Through** Goldilocks' experience with the three bears, **Robert Southey** shows how **treating others the way you would like to be treated** is important.
- **While** Goldilocks initially thought it was fine to go into someone else's house, eat their food, and break their things, with time she realized **treating others the way you would like to be treated** is a valuable rule to remember.

Application *The Three Pigs*

- **Because** the three pigs were initially very excited to be out on their own, it took them being in great danger and losing their homes to convince them that **hard work pays off** and requires sacrifice.

Though the Boy's experience, Shel Silverstein shows how thinking of other before yourself is important.

At the beginning of the story, the Boy was carefree and happy and he played with the tree all day. When he grew older, he came back to the tree for things that he wanted, he became more greedier. For example, the boy gathered the apples to sell, he cutted down the trunk, and he cutted the branches down. All there was left of the tree is a tree stump. When he came back again, he was old and tired. He needed a place to sit and the tree wanted him to sit on her stump. He sat her stump and the tree was very happy.

I wondered what if he wasn't greedy to the tree. When he takes something, he didn't think about what is going to happen to the tree. When he didn't think about the tree and kept cutting down the parts, the tree became a stump. If he thought about the tree before him, the tree would still be a tree. He realized that his greed can affect his friend.

Name: _____

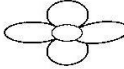

Story: _____

Response to Literature



Paragraph 1

<p>Reference: In the story _____ by _____, (title) (author) the reader learns _____. (lesson/moral/theme)</p>
<p>Summary: Somebody wanted: But: So:</p>
<p>Thesis: Subordinating conjunction _____ (reason) _____ (lesson/moral/theme)</p>

Paragraph 2

 Concrete Details	 Your Opinion
1)	1)
2)	2)

Paragraph 3

 Create a generalization
 Connection: text to text, self to text, text to world

"Little by Little, Piece by Piece"

(Reference) In the story "Little by Little, Piece by Piece" by Marilyn Helmer, a valuable lesson is learned. **(Summary)** At the beginning of the story, the father shares an important belief, "Little by little, piece by piece" to his three sons. He wanted his boys to live their lives by these words, but only the youngest son did. As a result, the youngest son experienced great fortune, while his two brothers who ignored their father's advice suffered. **(Thesis)** *Because the younger brother lived his life as his father had wished "Little by little, piece by piece", he acquired wealth and happiness.*

(Topic) When the boys' father passed away, he left each son an equal share of his land. **(Detail)** The two oldest boys sold their land and moved to the city where they hoped to quickly earn more money. They spent their money on fancy clothes and gifts. It didn't take long for them to lose their entire wealth. The youngest son however, patiently worked the land. Little by little he began to buy back the land his brothers sold. He knew it had to be done this way otherwise he would have run out of money. After four years, he bought back the land his brothers sold. **(Opinion)** The younger brother's actions reveal how success and wealth require slow and steady work. Impatience and wanting to become rich fast is what ruins a person. The younger brother understood this and became a rich man. **(Detail)** Once the brothers lost their wealth, their younger brother helped them. He gave them an opportunity to regain what they lost by giving them a job on his land. Little by little, piece by piece they were able to work together to become wealthy men. **(Opinion)** Because of the second chance they were given, the older brothers were finally able to see the wisdom in their father's words, a lesson their younger brother had already learned. **(Tie back)** Living by his father's words of wisdom helped the younger brother live a happy and comfortable life with his brothers.

(Generalization) Listening to the wisdom of your parents will help you be successful. **(Connection)** They have lived longer and have learned from their mistakes. The knowledge they share with their children is a result of what they have learned so their children do not repeat the same errors. The goal is to have the children live happy lives, **(Tie back)** just like the younger brother was able to do. Wisdom is gained by age and experience.