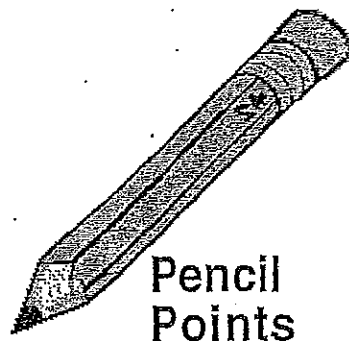


# Response to Literature

## Three Paragraph Model



Pencil  
Points

### **Introduction**

- \_ Includes the title of the reading selection
- \_ Includes the author's name
- \_ Includes a brief summary
- \_ Includes a clear main idea statement

### **Body Paragraph**

- \_ Supports the main idea statement with:
  - examples from the selection
  - quotes from the selection

### **Conclusion**

- \_ Provides a link to the main idea statement
- \_ Summarizes the main points
- \_ Creates a feeling of closure
  - includes a final reflection or connection

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Name \_\_\_\_\_

Period \_\_\_\_\_

*Response to Literature Essay Rubric*

Name of Writer \_\_\_\_\_

Title of Essay \_\_\_\_\_

<b>Formatting</b>	<b>Points Available</b>	<b>Points Awarded</b>
Double-spaced	1	
1" margins all around	1	
Left-Aligned	1	
Appropriate font size	1	
Appropriate font style	1	
Black ink	1	
Header ½" from top of page	1	
Header includes name, class, date	1	
Title is formatted correctly	1	
Pages are numbered	1	
<b>Total (10)</b>		
<b>Research Paper Requirements</b>	<b>Points Available</b>	<b>Points Awarded</b>
Appropriate and catchy Title	3	
Grabber is evident and effective	4	
Topic, Title, and Author of work is clearly presented in the Introduction	5	
Thesis is clearly stated in the Introduction	5	
Adequate/appropriate number of details/examples	8	
Adequate/appropriate number of supporting quotations	8	
Quotations have been punctuated and cited correctly	5	
Topic has been reiterated in the Conclusion	4	
Thesis has been clearly reiterated in the Conclusion	4	
Appropriate Challenge has been extended to the reader	4	
<b>Total (50)</b>		
<b>Polish</b>	<b>Points Available</b>	<b>Points Awarded</b>
Little or no use of "forbidden" words	5	
Little or no punctuation problems	5	
Little or no spelling problems	5	
Bridges help essay flow smoothly	5	
Formality and tone are appropriate for audience	10	
Essay shows pride and effort	10	
<b>Total (40)</b>		
<b>Grand Total (100)</b>		



Name \_\_\_\_\_

Period \_\_\_\_\_

*Response to Literature Peer Editing Rubric*

Writer's Name \_\_\_\_\_

Title of Essay \_\_\_\_\_

**Directions:** First, write your initials below in a space labeled #1 or #2 as appropriate. Then, read the essay, circling any spelling or punctuation errors, or anything that does not make sense or is not clear, then complete the chart below. Write YES if the element is evident and well-written. Write NO if it is missing or not done well or correctly.

Make your own decisions! Do not just blindly copy the answers another editor has given—decide for yourself! At the bottom of the chart, add up the total number of points for a score out of a possible 25 points. Once you have completed your evaluation, give the essay and this paper to another editor to complete the process again. At the end of this process, at least 2 editors should have evaluated and scored the essay. When the final editor is finished, he/she should return this sheet with the essay to the writer.

<b>Important Points to Include in Essay</b>	<b>Points Possible</b>	<b>#1:</b>	<b>#2:</b>
Has a minimum of 5 paragraphs	1		
Has an Introduction	1		
Has a minimum of 3 Body Paragraphs	1		
Has a Conclusion	1		
Has a catchy Title	1		
Has an effective Grabber	1		
Clearly states the topic presented in the essay prompt	1		
Clearly shows an opinion or position on the topic	2		
A topic sentence starts each body paragraph	2		
Clear details or examples have been used at least two times to support the first topic sentence	2		
Quotations clearly support these examples or details	1		
Clear explanations or examples have been used at least two times to support the second topic sentence	2		
Quotations clearly support these examples or details	1		
Clear explanations or examples have been used at least two times to support the third topic sentence	2		
Quotations clearly support these examples or details	1		
Conclusion includes a Modified Focus Statement	1		
Conclusion includes a Modified Thesis Statement	1		
Last sentence is a powerful Challenge	1		
Fewer than 3 spelling errors (have been circled)	1		
Fewer than 3 punctuation errors (have been circled)	1		
<b>Overall Score Assigned to Paper</b>	<b>(25 Points Possible)</b>	<b>/25</b>	<b>/25</b>



**Introduction: Write the Quick Summary and the Thesis Statement.**

The author, \_\_\_\_\_ wrote a/an \_\_\_\_\_ Genre \_\_\_\_\_ titled \_\_\_\_\_ Title of Story \_\_\_\_\_

which took place Setting: When and Where? \_\_\_\_\_. In the story, the main character, \_\_\_\_\_ Main Character's Name \_\_\_\_\_

Problem or Main Event in the Plot = What did the character do? What happened to the character?

☐ character, \_\_\_\_\_  
☐ setting in the story  
☐ plot/events in the story  
☐ theme/moral of the story

was/were \_\_\_\_\_

**OR**

\_\_\_\_\_ 1) \_\_\_\_\_ (2) \_\_\_\_\_ and (3) \_\_\_\_\_  
State: One Opinion/Judgment State: Three Opinions

The \_\_\_\_\_ was/were \_\_\_\_\_

☐ character  
☐ setting in the story  
☐ plot/events in the story  
☐ theme/moral of the story

\_\_\_\_\_ State: One Opinion/Judgment

**OR**

\_\_\_\_\_ State: Three Opinions/Judgments

\_\_\_\_\_ What happened to the character?

\_\_\_\_\_

**Body: Record Book #7**

**Body: Record Page #'s of Evidence. Write: Transitions, Evidence, Analysis, and Connections.**

Evidence: Page #	Paragraph Transition:	Evidence: Quote/Paraphrase:	Analysis of Evidence:	Connection: Self/Text/World:
2				
3				

**Conclusion:** Restate the Thesis Statement, then Make a Reflection.

Statement, then Make a Reflection.	
<b>Transition</b> <input type="checkbox"/> This convincing evidence proves. <input type="checkbox"/> This proves <input type="checkbox"/> This clearly demonstrates <input type="checkbox"/> This specific proof shows	<b>Subject</b> <input type="checkbox"/> the character was <input type="checkbox"/> the impact of the setting was <input type="checkbox"/> the events were <input type="checkbox"/> the theme/moral was  <b>Opinion(s)/Judgment(s)</b>



Name \_\_\_\_\_  
Date \_\_\_\_\_

## Literary Response

-Organizing your ideas-

### Introduction

Title:

Author:

Summary Points:

- 
- 
- 
- 

Addressing the prompt: Write your main idea statement here.

### Body

Supporting idea 1 (example or quote)

Supporting idea 2 (example or quote)

Supporting idea 3 (example or quote)

### Concluding Paragraph

Link to the main idea-

Summarize your main points-

Closure Idea (connection/reflection):



Name \_\_\_\_\_

Period \_\_\_\_\_

*Response to Literature Organizer with Quotes Prompt*

<b>Introduction</b>	<b>Grabber</b>	Grab the reader's attention with a provocative question, strong statement, statistic, interesting fact, etc.
	<b>Focus</b>	1-2 sentences mentioning the title and author of the work(s), plus any applicable information necessary to introduce the essay.
	<b>Thesis</b>	1-2 sentences briefly introducing your 3 main points of description on the topic and how this topic applies specifically to the literature.
<b>Point #1</b>	<b>Thesis Support #1</b>	Begin with Thesis Support (which eventually become Topic Sentences); introduce one point to support your thesis
	<b>Statement</b>	Give an example or detail that supports the point presented in Thesis Support #1 (S)
	<b>Evidence</b>	Quotation that directly supports the detail or example above. (E)
	<b>Analysis</b>	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	<b>Transition</b>	Conclude the analysis and enter the next idea. (T)
	<b>Statement</b>	Give an example or detail that supports the point presented in Thesis Support #1 (S)
	<b>Evidence</b>	Quotation that directly supports the detail or example above. (E)
	<b>Analysis</b>	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	<b>Transition</b>	Conclude the analysis and enter the next idea. (T)
<b>Point #2</b>	<b>Thesis Support #2</b>	Begin with Thesis Support (which eventually become Topic Sentences); introduce one point to support your thesis
	<b>Statement</b>	Give an example or detail that supports the point presented in Thesis Support #2 (S)
	<b>Evidence</b>	Quotation that directly supports the detail or example above. (E)
	<b>Analysis</b>	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	<b>Transition</b>	Conclude the analysis and enter the next idea. (T)
	<b>Statement</b>	Give an example or detail that supports the point presented in Thesis Support #2 (S)
	<b>Evidence</b>	Quotation that directly supports the detail or example above. (E)
	<b>Analysis</b>	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	<b>Transition</b>	Conclude the analysis and enter the next idea. (T)

Name \_\_\_\_\_

Period \_\_\_\_\_

Point #3	Thesis Support #3	Begin with Thesis Support (which eventually become Topic Sentences); introduce one point to support your thesis
	Statement	Give an example or detail that supports the point presented in Thesis Support #3 (S)
	Evidence	Quotation that directly supports the detail or example above. (E)
	Analysis	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	Transition	Conclude the analysis and enter the next idea. (T)
	Statement	Give an example or detail that supports the point presented in Thesis Support #3 (S)
	Evidence	Quotation that directly supports the detail or example above. (E)
	Analysis	Your response to/thoughts about the evidence. Comment on how this evidence supports your statement. (A)
	Transition	Conclude the analysis and begin to wrap up. (T)
Conclusion	Modified Focus	Recap the focus of the essay and the essay prompt, restating the topic presented in the prompt.
	Modified Thesis	Reiterate/restate the points that support your thesis.
	Challenge	Leave the reader thinking about your essay; challenge the reader to take action or give the reader something important to ponder.

Name \_\_\_\_\_

Period \_\_\_\_\_

*Response to Literature Organizer with Quotes*

<b>Introduction</b>	<b>Grabber</b>	
	<b>Focus</b>	
	<b>Thesis</b>	
<b>Point #1</b>	<b>Thesis Support #1</b>	
	<b>Statement</b>	
	<b>Evidence</b>	
	<b>Analysis</b>	
	<b>Transition</b>	
	<b>Statement</b>	
	<b>Evidence</b>	
	<b>Analysis</b>	
	<b>Transition</b>	
<b>Point #2</b>	<b>Thesis Support #2</b>	
	<b>Statement</b>	
	<b>Evidence</b>	
	<b>Analysis</b>	
	<b>Transition</b>	

Name \_\_\_\_\_

Period \_\_\_\_\_

	Statement	
	Evidence	
	Analysis	
	Transition	
Point #3	Thesis Support #3	
	Statement	
	Evidence	
	Analysis	
	Transition	
	Statement	
	Evidence	
	Analysis	
Conclusion	Transition	
	Modified Focus	
	Modified Thesis	
	Challenge	

Name \_\_\_\_\_

Period \_\_\_\_\_

### *Finding Supporting Quotations*

It is always necessary to integrate quotations from the text to support and reinforce your ideas in a Response to Literature essay. The best way to find these useful quotations is to complete the Response to Literature General Pre-Writing Essay Organizer without the text in front of you at first. Once you have an idea of which direction you would like your essay to go, it is then time to find direct, concise quotations to support your response. For practice in finding appropriate quotations to support your ideas, complete the activity below.

Read through the text, underlining or using self-adhesive tags (brightly colored tags shaped like an arrow work well) to indicate quotations that may be useful in supporting any of the concepts or ideas in your General Pre-Writing Essay Organizer.

See the examples below for appropriate and poor use of quotations:

■

While Katniss may not be physically strong or large in stature, she makes up for this with her talent in archery. "Without thinking, I pull an arrow from my quiver and send it straight at the Gamemakers' table...The arrow skewers the apple in the pig's mouth and pins it to the wall behind it. Everyone stares at me in disbelief" (182).

As you can see, the statement (detail) states that Katniss is not a large or strong girl, but she is talented with a bow and arrow. The quote that was chosen directly reiterates and emphasizes this detail. Note also that the quote is in quotation marks, that the page number the quote is found on is given in parenthesis, and it is followed by a period. This is an excellent use of a quote.

■

Even though Tris is only sixteen and is particularly small, she is by no means weak—especially when it comes to her sheer determination and drive. "Peter is almost a foot taller than I am, and yesterday, he beat Drew in less than five minutes" (107).

While this quote may appear to be appropriate at first glance, since it refers to Tris's height, it does not refer to or support the fact that Tris's "sheer determination and drive" are some of her best qualities. Take a look at this detail with a more appropriate supporting quotation from the text.

■

Even though Tris is only sixteen and is particularly small, she is by no means weak—especially when it comes to her sheer determination and drive. "Maybe Al is right, and I should just take a few hits and pretend to be unconscious. But I can't afford not to try. I can't be ranked last" (108).

This quote is better because it reinforces Tris's determination, even though she knows she is going to be beat.

