

# Literature Response Forms

Grades 1-3

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## 4. Sharing Time

- Allow time for students to share their responses so that they may celebrate their accomplishments. Sharing helps to develop a community of learners as students gather new ideas from peers, and fosters self-confidence in individual students as they learn to discuss their responses.
- Sharing can be done weekly, as a whole class, through individual assignment on particular days, or daily within guided reading groups.

## 5. Helping Students Choose Books

- **Shared reading** or **read aloud** texts can be at any reading level because the teacher is reading the text to the class and modeling the process.
- **Guided reading** texts should be chosen so that the students within the group can read it with 90 to 94 percent accuracy and comprehension. The text is slightly harder than those they can read independently because students will receive scaffolded teacher support during the lesson.
- **Independent reading** texts should be at the student's "just right" level – a book which can be read at greater than 95 percent accuracy by the student independently. If the student makes more than five reading errors on the first page, then the text is too difficult.

## 6. Tips for Organizing Your Classroom Library

- **Shared reading** and **read aloud** texts should be kept in a separate location prior to introducing them to the class. This will help to keep them unique and engaging for the majority of the students because they will be unfamiliar. Many of these selections will be beyond the students' independent reading level anyway, and therefore inaccessible to them. After you have read a text to them, make it available to students for independent reading. Students love to retell stories that they are familiar with.
- **Guided reading** texts should also be kept in a separate location prior to introducing them to the class, since they are instructional texts. Guided reading texts should be new to students so that you are able to help them build their reading strategies, comprehension, and fluency. These texts are meant to be just slightly above the students' independent reading level. Once introduced, they can be kept in reading group baskets with a different basket for each guided reading group. In each basket, students may use gift bags or small covered boxes about the size of granola bar boxes, to house their individual guided reading texts. Four to six previously read guided reading texts can be used as warm up books before the new guided reading text is introduced during the lesson to help build fluency.
- **Independent reading** texts can be organized in many different ways. If students are grouped in small groups within the classroom, small plastic bins can be used to correspond to the number of tables within the classroom. Place a variety of books from all different levels in the bins - include picture books, magazines, newspaper articles, pamphlets, etc. Authentic reading materials at a variety of levels should be available to the students. Keep the rest of your books in a place that is inaccessible to students so that after the bins have been rotated between the groups, you will have new material to put in each bin. For instance, if you have five groups in the classroom, you will need five bins. Color code or number the bins, and rotate them over five weeks between the groups. By the end of the fifth week, each table has seen each bin. Then exchange the reading materials.

## 7. Tracking and Assessment

- The **reading log** (p. 13) and **tracking sheet** (p. 14) should be completed by each student independently, and are useful tools for monitoring students' activities and preferences at a glance, such as the number and type of completed work sheets, and fiction versus nonfiction reading rate.



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- The **teacher's assessment rubric** (p. 4) will help you gather information on students' strengths and needs, and should be used to direct independent instruction and mini-lessons. It may also be used to provide feedback to students and guide them in setting personal learning goals.
- The **student self-assessment rubric** (p. 5) should be explained and modeled so that students may evaluate their own thinking and learning.
- One-to-one **teacher-student conferences** should be approximately five minutes long. During these sessions, students benefit from feedback on their progress and the teacher benefits from the opportunity to meet with students individually to gather performance-based assessment information. You may follow the format on the conference form provided (p. 11) to bring meaningful structure to these sessions.

## 8. Using the Blank Forms

- In order to meet the unique needs of your classroom, you may wish to use the blank forms (p. 78) to create additional activities or tracking sheets that correspond with the work sheets introduced.

## Modeling the Literature Response Activities

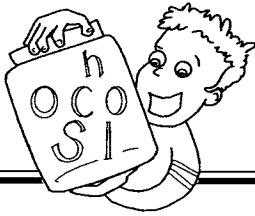
In this section you will find suggestions for modeling the five different types of response forms. One example is given for each of the skill categories. The first one, using the Verb Action work sheet as an example for the vocabulary development activities, is described in detail from start to finish of the mini-lesson. You may adapt this modeling format, as needed, to introduce each literature response form in this resource. Be sure to read "Introducing Literature Response Forms in a Mini-Lesson" (p. 6) prior to reading the modeling suggestions below.

### Vocabulary Development

These work sheets focus on the analysis of language conventions used in a story. As students build their understanding of vocabulary and language structures, they develop a deeper understanding of the story itself.

#### Example: Verb Action (p. 17)

- Begin the mini-lesson by explaining to the students the focus of the lesson (learning to identify verbs). Tell the students that verbs are action words, such as "talk", "yell", "cry", and so on.
- Introduce the book and the main character. Ask the students to listen for verbs that describe actions of the main character in the story, as you read it aloud. Then begin reading.
- Stop midway through the story to check for understanding. Have the students name some verbs that the main character has done in the story so far. Record them on the enlarged copy of the response form that you have displayed at the front of the class before continuing the reading.
- Repeat the same procedure once you have finished the story. Ask the students to make a sentence using one of the verbs from the list. Record the sentence on the form, and repeat this process two more times. Have the students identify the verb in each sentence, and underline it on the form. Ask them to confirm whether or not the underlined words are verbs, based on the definition you provided.
- Provide each student with their own copy of the literature response form that you have just modeled, and let them practice completing it on their own with either the story you have just read, or independent story selections. Check for understanding and mastery before giving it to students to complete during Reader's Workshop.



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## Sequencing and Summarizing Events

These work sheets focus on reviewing the elements of a story. Story elements include the setting, characters, problem, events, and solution/resolution of the story. The 5W questions (Who, What, Where, When, and Why) are often used in conjunction with How to prompt the retell of the story. Readers are challenged to retell the story in the sequence it occurred in the book. Each story element is a crucial component to the story, so every element must be remembered during the retell on the response activity.

### Example: Story Map (p. 33)

- Tell the students that they will be learning how to retell a story by describing the setting, main characters, problem, events, and how the problem is solved. Define each of these elements (i.e., the setting is the location and the time in which the story takes place).
- Introduce the book and remind the students to focus, as you read, on identifying where and when it takes place, who the main characters are, and what the main problem in the story is.
- Begin reading, and stop midway through the section to check for understanding. Ask the students to tell you one element that they have heard described so far. Record a few responses on the form, and continue this questioning until they have given you the setting, main characters and problem. Then begin reading again.
- Repeat the same procedure once you have finished reading the story, this time focusing on events and the story's resolution. Record a few of the students' examples. Then ask them to confirm whether or not their responses describe the setting, characters, and other elements based on the definitions you provided.

## Character Analysis

These work sheets focus the students' attention on the characters in the book, what they are like, how they live, and the ways they solve problems. Readers are challenged to identify similarities and differences between themselves and the characters, and between the characters and people they know. Characters are frequently the most memorable part of a story to children. Analyzing the behaviors of these characters helps bring them to life, and engages students in such thought provoking questions as "What would this character be like if he or she lived in my city, or even next door?"

### Example: Character Clues (p. 50)

- Start the mini-lesson by telling the students that they will be looking for clues in the story that tell what the main character is like. Explain that these clues may be words or phrases that tell how the character acts or behaves, looks, feels, and things that he or she says.
- Introduce the book and identify the main character that they will be studying. Remind the students to listen for character clues as you read the story.
- Begin reading, and stop midway through the section to check for understanding. Have the students recall some of the clues they have heard about so far. Record a few responses on the form before continuing the reading.
- Repeat the same procedure when you have finished reading the section. Record a few of the students' examples. Be sure to give examples of the kinds of answers you are looking for.