



## Opinion: Literary Response

Dear Parents,

Over the next few weeks, our class will focus on writing literary responses. With a literary response, your third grader will begin by employing engaging strategies to hook the reader's attention. From there, they'll confidently state their opinion about a character, delving into their personality traits, motivations, or actions. To support their opinion, they'll draw upon text evidence, citing specific passages or quotes that highlight key aspects of the character's behavior or dialogue. Utilizing vivid language, they may employ a simile to vividly illustrate their point, comparing the character to something familiar to enhance understanding. Finally, they'll conclude with a restatement of their opinion. This genre of writing is often tested by states because it is an important academic and developmental activity that helps students engage with texts, express their ideas creatively, and develop essential reading and writing skills.

### **Ideas for Home Support**

As your child practices writing these literary responses at school you might consider practicing at home with the following ideas:

- Ask your child to write a letter from one character to another, expressing their thoughts and feelings about events in the story. Encourage them to use evidence from the text to support their character's perspective.
- Have your child keep a journal where they can write responses to the books they read independently or together.
- Have your child create a collage featuring images and words that represent a character from a book they've read. Encourage them to include traits, actions, and quotes that support their understanding of the character's personality.

Thank you for all your support!

Sincerely,

## Opinion: Literary Response Rubric

### 3rd Grade

Genre Chart Opinion: Literary Response	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
<b>Uses a strategy to engage the reader</b>	Uses an interesting or creative strategy	Uses an engaging strategy effectively	The engaging strategy is weak or does not work	Does not use a strategy
<b>States an opinion about a character</b>	Gives a strong opinion about the character	States an opinion about the character	The opinion of a character is not clear	Does not include an opinion
<b>Provides text evidence to support the opinion</b>	Gives several reasons and evidence for the opinion	Gives more than one reason and evidence for the opinion	Reasons do not support the opinion	Does not give a reason for the opinion
<b>Uses a simile</b>	Uses a unique simile	Uses a simile	Attempts a simile but it does not work	No simile used
<b>Varies sentence beginnings</b>	Sentence beginnings are varied and unique	Sentence beginnings are varied	Some sentence beginnings are varied	Many sentences begin the same
<b>Ends with a restatement of the opinion</b>	Ends with a creative restatement of the opinion	Ends with a restatement of the opinion	Ends with a concluding sentence but it does not restate the opinion	Does not have an ending sentence
<b>Correct conventions support the meaning</b>	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that it is hard to read

## Literary Response Model

She walks up in front of the class, shaking from fear and quickly pulls out a bottle of rotten teeth! She did that in her first grade class in the book "Rotten Teeth". She was shy and scared but by the end of the book she changed into a popular storyteller.

The first event in the book that help Melissa was her conversation with her brother. Melissa could not think of anything to take for show and tell so she asked her older brother. He suggested the bottle of rotten teeth and even helped her clean them. It gave her confidence that she has something really special to share. Once she shared the teeth, even though her teacher made her stop, the kids at school thought she was very cool. The kids all wanted to hear more and that made Melissa feel more comfortable talking to people and she liked the attention. Her dad was also very helpful to her. Even though the school called him, he took her out to pizza and talked to her and helped her understand that there was a lot of great things in their house to take for show and tell that were appropriate. By the end of the book Melissa had changed and was no longer shy.

Melissa Hermann was a shy little first grader at the beginning of the book. Through the help of her brother, the kids at recess and her father, she became brave and willing to share in front of her class and realized she had a talent for telling stories.

## Literary Response Model Annotated

**She walks up in front of the class, shaking from fear and quickly pulls out a bottle of rotten teeth!** She **Melissa Hermann** **\*did** that in her first grade class in the book "Rotten Teeth". She **\*was** shy and scared but by the end of the book she changed into a popular story teller.

The first event in the book that **\*helped** Melissa was her conversation with her brother. **She** could not think of anything to take for show and tell so she asked her older brother. He suggested the bottle of rotten teeth and even helped her clean them. **I think that** gave her confidence that she **\*hashad** something really special to share. Once she **\*shared** the teeth, even though her teacher **\*made** her stop, the kids at school thought she was very cool. **They** all wanted to hear more and that made Melissa feel more comfortable talking to people and she liked the attention. Her dad was also very helpful to her. Even though the school called him, he took her out to pizza and talked to her and helped her understand that there was a lot of great things in their house to take for show and tell that were appropriate. By the end of the book Melissa had changed and was **no longer as shy as a scared turtle.**

Melissa Hermann was a shy little first grader at the beginning of the book. Through the help of her brother, the kids at recess and her father, she became brave and willing to share in front of her class and realized she **\*had** a talent for telling stories.

### Annotations

**Engaging strategy is in red**

**The clear opinion is in green and underlined**

Text evidence for the opinion is in green

**The simile is in bolded blue**

**Varied sentence edits are in bolded orange**

Restatement of the opinion is in red

Convention edits are in black strikethroughs

**\*Edits related to the Writing Warm-Up are in black with an asterisk** (not all regular and irregular verbs are marked)

## Opinion: Literary Response Model

### *Pete & Pickles*

Pete looked down and saw mud in his bedroom. Suddenly he is eye to eye with an elephant! In the book *Pete & Pickles*, by Berkeley Breathed, Pete was a perfectly practical and predictable pig. Pete's life took a turn when Pickles comes into his life. Through the silly antics of Pickles, Pete learned to accept others even if they are different from him.

Pete learned the valuable lesson of acceptance through his friendship with Pickles, the adventurous elephant. One instance showing this is when Pete initially reacted with shock and confusion to Pickles' eccentric behavior, such as when Pickles does tai chi in the morning after planting flowers on his wife's grave, or when she did a swan dive in the pond. Instead of reacting negatively, Pete gradually learned to accept and appreciate Pickles. As the story progresses, Pete embraces Pickles' unconventional antics, realizing that they bring joy and excitement into his life. Pete began to join Pickles in her adventures. In the end, Pickles became so important to Pete that he stays up all night helping her to breathe when the house flooded. Pete realized that he would not be happy if Pickles were gone. He not only accepted her but he also needed the friendship.

Pete liked the quiet life. He liked routine and consistency. Pickles came into his life and everything changed. Pickles taught Pete to play and imagine life differently. Through his friendship with Pickles, Pete learned to accept these differences and embrace his new friend.

## Opinion: Literary Response Model Annotated

### *Pete & Pickles*

**Pete looked down and saw mud in his bedroom. Suddenly he** ~~is~~ **was eye to eye with an elephant! He is as surprised as a deer in headlights.** In the book *Pete & Pickles*, by Berkeley Breathed, Pete was a perfectly practical and predictable pig. **His** life took a turn when Pickles ~~comes~~**\*came** into his life. Through the silly antics of Pickles, Pete learned to accept others even if they are different from him.

**In the story,** Pete learned the valuable lesson of acceptance through his friendship with Pickles, the adventurous elephant. One instance showing this is when Pete initially reacted with shock and confusion to Pickles' eccentric behavior, such as when Pickles ~~does~~**\*did** tai chi in the morning after planting flowers on his ~~wifes~~**\*wife's** grave, or when she did a swan dive in the pond. **However**, instead of reacting negatively, Pete gradually learned to accept and appreciate Pickles. As the story progresses, Pete embraces Pickles' unconventional antics, realizing that they bring**\*brought** joy and excitement into his life. **This is evident** when Pete began to join Pickles in her adventures. In the end, Pickles became so important to Pete that he ~~stays~~**\*stayed** up all night helping her to breathe when the house flooded. Pete realized that he would not be happy if Pickles were gone. He not only accepted her but also needed the friendship.

Pete liked the quiet life. He liked routine and consistency. Pickles came into his life and everything changed. **She** taught Pete to play and imagine life differently.

Through his friendship with Pickles, Pete learned to accept ~~there~~their differences and embrace his new friend.

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