



Opinion: Literary Response

Dear Parents,

Over the next few weeks, our class will focus on writing literary responses. Your fourth grader will use engaging strategies to grab the reader's attention. They'll then state their opinion about a character, supporting it with text evidence. Using figurative language, they may employ a metaphor to enhance understanding. Finally, they'll restate their opinion. This type of writing is crucial for developing reading and writing skills and is often tested by states.

Ideas for Home Support

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

- Act out scenes from a book with your child, taking on the roles of different characters. Encourage them to think about character motivations and emotions as they portray them.
- Provide your child with a series of events from a book and ask them to arrange them in the correct order. Then, have them write a short response explaining why they chose that sequence and how it contributes to the overall plot.
- Have your child keep a journal where they can write responses to the books they read independently or together. Encourage them to reflect on the characters, plot, themes, and their reactions to the text.
- Ask your child to retell a story from a different character's perspective or set it in a different period or location. Encourage them to think creatively and justify their choices with evidence from the text.

Thank you for all your support!

Sincerely,

Opinion: Literary Response Rubric 4th Grade

Genre Chart Opinion: Literary Response	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Uses an engaging introduction that states a clear opinion	Engages the reader in a creative way and states a clear opinion	Engages the reader and states a clear opinion	Engagement is weak or opinion is not clear	Does not engage the reader and the opinion is not clear
States an opinion about a character or events	Gives a strong opinion about a character or events	States an opinion about a character or events	Opinion is not clear	Does not include an opinion
Provides text evidence to support the opinion	Gives several pieces of text evidence to support the opinion	Gives text evidence to support the opinion	Evidence does not support the opinion	Does not give evidence for the opinion
Uses a metaphor	Uses a strong or unique metaphor	Uses a metaphor	Uses a metaphor that does not work	Does not use a metaphor
Varies sentence beginnings	Sentence beginnings are varied and unique	Varied sentence beginnings	Some sentences have varied beginnings	Most sentences begin with the same words
Has a conclusion that summarizes the reasons for the opinion	Ends with a creative summary of the opinion	Ends with a summary of the opinion	Ends with a concluding sentence but it does not summarize the opinion	Does not have an conclusion
Correct conventions support the meaning	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

The Wretched Stone

No good water! No good fruit! Nothing but a pretty rock! That was the situation in the book *The Wretched Stone*, by Chris Van Allsburg. The crew went to an uncharted island looking for fruit and water and all they found was a stone. The crew took the stone to the ship and became obsessed with its glowing surface. I think it was trying to teach the lesson that too much curiosity about one thing can cause problems.

Most people think that being curious is a good thing, but if you take it too far, it can turn into something bad. In the story, the ship lands on an island and finds a strange stone that glows and is flat and smooth. They take it on their ship and suddenly they are no longer working, reading or dancing. The crew is obsessed with the stone. This curious glowing stone leads them into trouble because they don't think about what might happen to the ship. Instead, they forget about their jobs and put themselves in danger. The captain tries to get them to work but they ignore him and lock themselves in the forward hatch. When the captain finally sees them they have turned into monkeys. The captain believes they are doomed. But in the end they survived but the huge storm ruined the ship and caused the rock to stop working. It no longer glowed. The crew begins to come back to life when the captain reads to them and plays the violin. Once they are away from the wretched stone they no longer care about it, proving that too much curiosity for one thing can be harmful.

The lesson is that you have to be careful about being too curious. It could lead to forgetting what is important. Just like the crew who could only focus on the glowing rock and almost went down with the ship.

Literary Response Model

Wretched Stone

No good water! No good fruit! Nothing but a pretty rock! That was the situation in the book, *The Wretched Stone*, by Chris Van Allsburg. The crew went to an uncharted island looking for fruit and water and all they found was a stone. ~~The crew~~ **They** took the stone to the ship and became obsessed with its glowing surface. **It was a shiny gem capturing their attention. I think it was trying to teach the lesson that ~~totoo~~ much curiosity about one thing can cause problems.**

Most people think that being curious is a good thing, but if you take it too far, it can turn into something bad. In the story, the ship lands on an island and finds a strange stone that glows and is flat and smooth. They take it on ~~the~~ **their** ship and suddenly they ~~are~~ **are** no longer working, reading, or dancing. The crew is obsessed with the stone. This curious glowing stone leads them into trouble because they don't think about what might happen to the ship. Instead, they forget about their jobs and put themselves in danger. The **captain** tries to get them to work, but they ignore him and lock themselves in the forward hatch. When ~~the captain~~ **he** finally sees them, they have ~~turn~~ **turned** into monkeys. ~~The captain~~ **It is obvious to him that** believes they are doomed. ~~Buy~~ **By** the end they survived, but the huge storm ruined the ship and caused the rock to stop working. It no longer glowed. **The** crew begins to come back to life when the captain reads to them and plays the violin. **Once they are away from the wretched stone they no longer care about it, proving that too much curiosity for one thing can be harmful.**

The lesson is that you have to be careful about being too curious. It could lead to forgetting what is important. Just like the crew who could only focus on the glowing rock and almost went down with the ship.

Annotations

Engaging strategy is in bolded red

The clear opinion is in bolded green and underlined

Text evidence for the opinion is in green

A metaphor is in bolded blue

Varied sentence edits are in bolded orange

Summary 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

Opinion: Literary Response Model

Enemy Pie

Have you seen someone and instantly thought you did not like them? Did you get to know them anyway? In the book *Enemy Pie* by Derek Munson, we met a boy who met a new neighbor, Jeremy, and immediately does not like him. His dad tricks him into spending a day with Jeremy and suddenly the boy changes and decides that they could be great friends.

To begin the story, the narrator viewed Jeremy as his enemy and sought revenge against him. His dad even suggested the revenge in the form of an "enemy pie." However, the father said he would make the pie, but the boy had to spend a day with the enemy. That is the only way the pie will work. As the narrator spent time with Jeremy, he began to see him in a new light. He discovered that Jeremy is actually a friendly and fun person to be around. They played basketball, and made water balloons. They even go into the boys' tree house where he had his enemy list with just Jeremy's name on it. When it came time to finally serve the enemy pie his attitude had changed so much that he tried to stop his dad and Jeremy from eating it. His dad tricked him and the pie was delicious. Change in the narrator is caused by his willingness to step out of his comfort zone and spend time with Jeremy. By getting to know Jeremy better, the narrator learns that his initial impressions were wrong.

The boy in the story made a harsh judgment of the new neighbor and was prepared to be unkind to him. Thanks to the challenge that his father gave him,

he spent the day getting to know Jeremy. That one day changed everything. The boy realized that Jeremy could be his friend and his whole attitude toward him changed.

Opinion: Literary Response Model - Annotated

Enemy Pie

Have you seen someone and instantly thought you did not like them? Did you get to know them anyway? In the book *Enemy Pie* by Derek Munson, we met a boy who met a new neighbor, Jeremy, and immediately ~~does~~ **did** not like him. His dad tricks him into spending a day with Jeremy and suddenly the boy changes and decides that they could be great friends.

At the beginning of the story, the narrator viewed Jeremy as his enemy and sought revenge against him. His dad even suggested the revenge in the form of an "enemy pie." However, the father said he would make the pie, **but the boy had to spend a day with the enemy.** **It** is the only way the pie will work. As the narrator spent time with Jeremy, he began to see him in a new light. He discovered that Jeremy is actually a friendly and fun person to be around. **They** played basketball, ~~and~~ made water balloons, **They and** even ~~g~~went into the boys' tree house where he had his enemy list with just Jeremy's name on it. When it came time to finally serve the enemy pie, his attitude had changed so much that he tried to stop his dad and Jeremy from eating it. His dad tricked him and the pie was delicious. **The change in the narrator is caused by his willingness to step out of his comfort zone and spend time with Jeremy. By getting to know Jeremy better, the narrator learns that his initial impressions were wrong.** Instead, ***they became like two peas in a pod.**

In summary, the boy in the story made a harsh judgment of the new neighbor and was prepared to be unkind to him. Thanks to the challenge that his father gave him, he spent the day getting to know Jeremy. **That one day was the key that unlocked a door.** The boy realized that Jeremy could be his friend, and his whole attitude toward him changed.

Annotations

Engaging strategy is in bolded red

The clear opinion is in bolded green and underlined

Text evidence for the opinion is in green

A metaphor is in bolded blue

Varied sentence beginnings are in bolded orange

Summary 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