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Response to literature

The response to the Literature Genre Response to literature is a form of writing in which the author examines the theme, plot, character, or other aspect of a chapter, story, book, or poem. In the purest form of this genre, a writer makes a claim or reacts to the author's main point. The author then supports the claim with details from personal experience, from prior knowledge, through connections to other sources, or by quoting textual evidence. If done greatly, this genre of writing provides enough information for readers to learn the author's point of view about referenced pieces of literature. In response to literature writing, information about the text or story is woven throughout; however, you, as a novice author of responses to literature, may need to write a brief summary to support your point of view. As you become a more skilled writer of this genre, you will learn to summarize and respond as you begin to explore how to weave information together to make a claim. When you, the author, gain experience writing responses to literature, your pieces should evolve from summarizing to interpretive responses where you make claims or react to the author's main points. Summarizing involves understanding the core of what is read and then writing the main details in clear and concise sentences, always in your own words, but carefully maintaining the author's point of view and sticking to the order of ideas or events as presented in the reading selection. This genre of writing can be very sophisticated and complex. Because it is connected to other texts and requires a strong reading comprehension, it is sometimes considered a difficult genre. However, one student explained, It is easier for me to respond to writing, than to create my own story or think of topics for essays, personal narratives, or poetry. Critical book review genres are a particular type of response to literature, but book reviews have several different components and require greater use of argument strategies. Students, use the job chart below to guide you through your responses to literature writing. Write a Response to Literature Involving readers with a known strategy Summarize the story and include the title and author of the story in the summary Make an assessment of the character or event and support it with relevant evidence Provide reasonable predictions that refer to the text Provides a connection with the text Have a concluding statement that is an interpretation of the text and that includes your opinion of the book Using transitional words or expressions Include at least five examples of clearly regulated languages in paragraphs that progress in logical order Including at least three complex sentences that are properly interspersed Do not have all the correct words and conventions reasons Have an exemplary presentation fun writing to read) Click here to see this: Sample Responses to Literature. Multiple Transition Words and Phrases. One Organizing Structure. Two Planning Sheets. Highlighting Guide. Teaching Rubric. Rubric Score. Writing a response to literature is a very hard work because it involves a lot of creative reading and analytical skills. You cannot write a response to any literature until or unless you have developed good reading and writing skills. To write a response to a literature, you have to read an analysis of all the characters, plots, and stories in it. In addition, you must develop a good understanding of the overall social arrangements that the author has described. You can take help from the steps provided to write a response to a literature. How to Learn English Literature How to Write Didactic Poetry First of all, you should read all the chapters very carefully. Prepare notes for each chapter and record each detail in the text. You must underline the important words, phrases, sentences, passages and metaphors that have been used by the author. In addition, you should pay special attention to certain things where the author has emphasized the most. Learn about the characters that the author has discussed in detail. You have to analyze the characters in terms of their relationship with the overall environment and social settings. Social arrangements can be based on politics, religion, science, economics or other scenarios. You should also try to understand the difference between perception and character expression (their response to social settings). After creating a good understanding of the author's point of view by studying the plot, story, and character of the literature, you must create an introductory line about the literature that should give its essence. Then, you should prepare a summary of the literature in which you will briefly discuss everything to give the reader a good idea about it. The body is a major part of the response. Therefore, you should explain all the details of the literature in a concise and comprehensive way in this section. You should discuss all the points made by the author according to your analysis. At the end of the response, you will give your conclusion about the literature. In conclusion, you will summarize your analysis of the author's work. You will end your response by recovering the author's ideas and the points he has mentioned in his literature according to your research. Tweet... Photos.com/Photos.com/Getty Images In most English courses you will be asked to read literature – and then you should write about it. To successfully write in response to text, you must have a clear point, and you should read and analyze characters, themes, and languages for support Evidence. 1 Thesis Statement While you have to evaluate the various elements of literary text to write an essay, you ultimately need to make one point. Your points can discuss the theme of the story, the author's intentions, the relationship between the text and the current world or specific aspects of the story, drama, or poetry. This point is encapsulated in one sentence, in the form of a thesis statement, and is included in the introductory paragraph of the essay. The function of the rest of the essay is to explain and prove this statement. 2 Characters In the case of fiction and drama, the role of the character is the main source of information. You can reflect on how characters change throughout the text, what important decisions they make and how their decisions express their values. You can also overcome the conflicts they face – in themselves, with others and with forces like nature or God. For example, in an essay on Kate Chopin's novel *The Awakening*, you can write about the protagonist's conflict with Victorian society and the limitations placed on women. Theme 3 Themes should be discussed in all literary essays. It can be expressed in literature in a variety of ways, usually implicitly, and can be identified through inference and interpretation. For example, you might be given a specific theme such as loss of innocence, and be asked to compare how the theme manifests in two different texts. Or you may be asked to identify key themes in Langston Hughes's poems. Be sure to give evidence to the reader, in the form of a particular quote, to support the analysis and evaluation of your theme. 4 Figurative Language Figurative Language is very important in analyzing poetry. Examples of figurative language include metaphor, simile, alliteration, hyperbole and personification. The University of North Carolina at Pembroke states that it usually involves comparisons between two things that may not, at first, seem to be related to each other. Figurative language allows writers to express abstract ideas and to communicate emotions by creating new relationships or arousing commonly held beliefs. Tell Me More: Characters, Settings, and Events Tell Me More: Characters, Settings, and Events Aat, settings, and events, oh my! In this lesson, students will dig deeper into each of these components and learn to provide specific details of their text. 4th grade Reading & Writing Responding to literature is the way in which a person reacts to something that has been read or listened to (Cooper, 1993). This process begins before reading when one thinks about what to read and continues during and after reading (Martinez & Roser, 1991). Rosenblatt (1938/1976; 1978) has argued for that individuals build their own meaning by transacting with text. When response activities are natural things done with text that have been read or listened to, they help students develop a deeper understanding and help them connect what they have read with their own personal experiences (Gambrell, 1986; Hickman, 1983). It is through this process that individuals learn to build meaning or understanding (Cullinan, Harwood, & Galda, 1983). Response activities teach children to read and write in several ways: Response activities give students the opportunity to connect narratives or expository texts with their own personal experiences (Martinez & Roser, 1991). Through personal transactions with this text, students formulate their own meanings and develop their overall ability to build meaning (Cullinan, Harwood, & Galda, 1983; Eeds & Wells, 1989). In response to literature, students look at writing models that they will eventually incorporate into their own writing (Dressel, 1990). This type of Response Researcher has found that readers respond to literature in a variety of ways – by retelling, summarizing, analyzing, and generalizing (Applebee's, 1978). Very young children can respond in these ways on a very simple level (Many, 1991). As students become more experienced readers and writers, they develop a more sophisticated ability to build meaning by analyzing and evaluating literature (Kelly & Farnan, 1991). Writing is one form of responding to literature (Harste, Short, & Burke, 1988). By providing written responses to literature, students learn to build meaning through writing; their ability to think critically (Tierney & Shanahan, 1991). Teacher/Student Modeling It is important for teachers to model different types of responding behaviors for students (Martinez & Roser, 1991). For example, a teacher might show students how to ask a good question about a book, make an oral comparison for a student, or provide an oral summary of the book. Through this procedure, teachers also model the building of meaning through response activities (Roser & Martinez, 1985; Cochran-Smith, 1984). When children have the opportunity to discuss books they have read, they also model each other's responses and model the construction of meaning (Eeds & Wells, 1989). 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