RISING GRADE 3

Literacy Teacher Guides

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RedThread™
A Lavinia Literacy Program

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UNIT OVERVIEW

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Introduction

The texts in this unit, Jasmine Toguchi, Mochi Queen and Bodega Cats: Picture Purrfect, are both fictional stories that feature young protagonists who want to be understood by their families and allowed to pursue their own interests. Jasmine Toguchi, Mochi Queen tells the story of Jasmine, a young girl who is tired of being bossed around while her older sister gets to do everything first. Jasmine loves her family and their traditions, but she wants to be allowed to participate like the older kids. As Jasmine comes up with a plan to prove her strength and maturity, students will engage in discussions about the importance of family, the conflicts that can arise amongst family members, and the role of family tradition and culture.

Bodega Cats: Picture Purrfect explores themes of family responsibilities and pursuing your own dreams. Readers will analyze how Miguel and his new cat attempt to explore and navigate the world around them. Miguel must decide whether to be honest with his parents, who think art is a waste of time, or secretly try to balance his responsibilities and passion for art on his own.

Both texts develop characters who are learning how to be true to themselves while also being dependable members of their families. Students will learn how family traditions, values, and culture impact who we are and explore when it might be appropriate for traditions to change. Ultimately, both texts develop themes about the importance of family, listening to others, and being true to oneself.

Knowledge-Building Connections

The accompanying RISE Close Reading for Meaning unit for Rising Grade 3 develops students' understanding of important themes that appear in both Bodega Cats: Picture Purrfect and Jasmine Toguchi, Mochi Queen. Students will consider the significance of culture and family, as well as the importance of pursuing their dreams. The unit includes informational texts about religious holidays and cultural traditions alongside poetry and fictional texts that feature themes such as being true to oneself, the power of art, and the importance of family. By integrating fiction, poetry, and nonfiction, students will strengthen their comprehension skills, analyze multiple perspectives, and build a more complete understanding of the role that family traditions play in an individual's search for happiness.

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Essential Question and Themes

Throughout this unit, students will grapple with the Essential Question below. They will use their growing knowledge to develop robust ideas as they explore the novels.

ESSENTIAL QUESTION

Why and how do individuals challenge tradition?

As students read Jasmine Toguchi, Mochi Queen and Bodega Cats: Picture Purrfect and engage in rich discussions, they will uncover the following themes across both novels:

- **Following your passions:** We all have interests and strengths that make us unique. We can overcome challenges by believing in ourselves and speaking up for our passions.
- **Courage and integrity:** Standing up for yourself often requires courage and integrity. Learning how to be true to yourself while also being true to your family or community can be particularly challenging.
- **Family traditions:** All families have their own values and special ways of being together. While these traditions are meaningful, they sometimes must be adjusted as families grow.

Reading and Writing Knowledge

Throughout this unit, students will also become stronger readers, writers, and thinkers. The key reading and writing goals for this unit follow:

Reading

Students will apply narrative reading strategies to develop their ability to gain insight from personal narratives. They will:

- Think deeply about the characters in their books and how they respond to challenges.
- Track the problem and how it develops or intensifies.
- Determine the central message over the course of a chapter book.

Writing

Students will write Literature Responses to strengthen their writing skills and to convey their understanding of the content and ideas studied in this unit. They will study:

- How to develop a strong claim and include details from the text to prove the claim.
- How to think carefully about the kind of evidence they need to support their claim.
- How to incorporate explanations to show the connection between their evidence and claim.

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Preparing To Teach:
Getting To Know Your Literature and Planning Your Unit

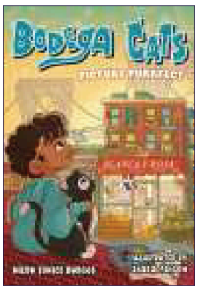
Getting To Know Your Literature

Before launching the unit, study the core texts carefully to ensure you thoroughly understand them and have internalized how they fit together to support student learning. You should also consider student, school, and community needs and values to determine if any language or content will require additional consideration when using these texts in your classroom.

Core Texts



Jasmine Toguchi, Mochi Queen by Debbi Michiko Florence tells the story of Jasmine and her family as they gather to celebrate the New Year. Jasmine loves her family's special tradition of making a Japanese dessert called mochi, but she is tired of being told she is too young to help. To prove herself, she comes up with a plan to help the men in her family prepare the mochi. Jasmine Toguchi, Mochi Queen describes how Jasmine uses creativity and hard work to navigate family dynamics and create new traditions.



Bodega Cats: Picture Purrfect by Hilda Eunice Burgos is a story about a young boy named Miguel who loves art and his newfound cat, Lolo. Growing up in New York City, Miguel spends much of his time helping with the family bodega; however, he secretly dreams of becoming an artist and exploring the outside world. Miguel convinces his parents to allow him to adopt Lolo, and he must decide whether to tell his parents the truth about his passion for art. In this story, Miguel learns about integrity, responsibility, bravery, and following your passions.

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Planning Your Anchor Charts

Before the Unit

Before the first lesson, prepare and post the following anchor charts:

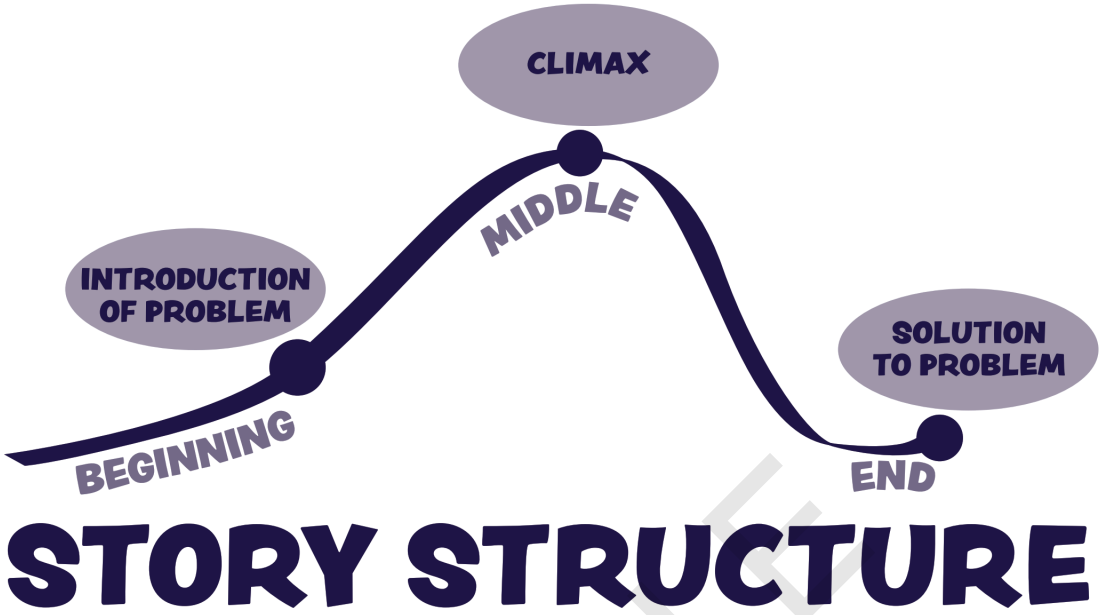
- A chart for the unit's Essential Question
- A chart for the unit's vocabulary words
- "Genre Frames" anchor chart
- "Story Structure" anchor chart

GENRE FRAMES	
Genre	**Frames**
Nonfiction	• What is the topic? • What is the text teaching me about the topic? • What is the author's perspective on the topic?
Fiction	• Who are the characters, and what have we learned about them? • What is the problem? • What is the solution? • What is the lesson learned?
Poetry	• What is the literal meaning? • What is the deeper meaning?

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"Story Structure" Anchor Chart



Additional Resources

The following recommended resources can be used to facilitate student discourse throughout the unit. They can be found in the RedThread RISE Implementation Guide.

- "**Ask Protocols**"
- "**Tips and Prompts for Facilitating Discourse**"
- "**Discourse Norms and Guidelines**"
- "**Strategies for Sharing Student Work**"

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Student Outcomes:
Key Artifacts of Learning

Setting Your Vision for Student Writing

Literature Responses

Students will write in response to various prompts at strategic points throughout the unit. An example of a Literature Response for this unit follows.

Mentor Piece

Mentor Literature Response Prompt: What is Lolo's perspective of the bodega?

> *Lolo thinks that the bodega is a good home. For example, Lolo loves the comfortable box Miguel makes for him. He also says, "This place is perfect. It has everything I need" (45). These examples help us understand that Lolo enjoys living in the bodega.*

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Rising Grade 3 Criteria List for Literature Responses

SCORE	CRITERIA
2	• Answers all parts of the prompt with a valid claim. • Includes relevant and specific evidence. • Includes an insightful explanation of how the evidence supports the claim. • Is organized and logical.
1	• Answers some parts of the prompt. • Includes mostly literal events or details from the text. • Includes some relevant evidence, but the evidence is either not the best or insufficient. • Attempts to explain evidence, but the explanation is insufficient or does not clearly connect to the claim. • Is somewhat organized and logical.
0	• Answers the prompt inaccurately. • Is disorganized. • Contains grammatical or conventions errors that interfere with understanding.

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Setting Your Vision for Project Work

In addition to Literature Responses, you may choose to have students engage in project work as an authentic assessment of student learning.

A suggested Project Lesson sequence is provided in the Unit at a Glance, based on the text students should have read before each lesson. Should you wish to use them, project lessons have been included in a separate section of the Teacher Guide and Unit Portfolio. You may wish to adjust the timing, but ensure students have finished reading Bodega Cats: Picture Purrfect and Chapter 9 of Jasmine Toguchi, Mochi Queen before Project Lessons B–D.

Courageous Character Comic Strip

Courageous Character Comic Strip Project Prompt: During this unit, we explored how Jasmine and Miguel show courage while working toward their dreams. In this project, you will create a three-panel comic strip highlighting a moment when either Jasmine or Miguel demonstrates courage. You will use the text to ensure you accurately capture the scene from the book.

Be sure your Courageous Character Comic Strip includes:

- A three-panel comic strip that conveys a clear beginning, middle, and end.
- Illustrations that clearly show what happens in the scene.
- Words that show the character's feelings and thoughts.

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Showcase of Learning

Have students present before an audience at the end of their project work. Ensure that students explain why their character's actions demonstrate courage. Consider the following ideas to help you plan for how students will showcase their work.

- Having students make poster-sized comic strips for display.
- Organizing displays by the characters represented in each comic strip.
- Preparing audience questions, such as "How does your comic strip show how your character was courageous?" and having students actively share their learning through presentations or guided tours.
- Involving community members to enrich the event and broaden the audience.
- Partnering with art teachers to offer additional creative opportunities connected to the project.

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Exemplar Student Piece

The following Exemplar Student Courageous Character Comic Strip Project demonstrates the type of work that students can be expected to produce in response to this project prompt.



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Rising Grade 3 Criteria List for Courageous Character Comic Strip Projects

CATEGORY	CRITERIA	SCORE
Ideas	• Creates an interesting visual representation of a courageous moment from the text. • Includes an accurate depiction of a courageous moment from the text. • Demonstrates a unique way of describing the character's actions through pictures.	
Details	• Uses clear and detailed pictures that show key scenes. • Includes effective captions that provide the necessary context or narration, as needed. • Uses speech bubbles that clearly show character dialogue or thought bubbles that clearly show character thoughts.	
Organization and Style	• Includes a clear beginning, middle, and end. • Includes three panels that are logically sequenced. • Maintains an appealing artistic presentation.	
Process	• Uses planning templates to help shape and develop ideas. • Includes evidence that self-reflection or feedback was taken into account and revisions were made in response.	
Quality of Work	• Is neat, clear, and easy to understand. • Includes engaging visual components. • Responds clearly and thoughtfully to all components of the task.	

OVERALL SCORE

SCORING KEY			
4 All Criteria Met	**3** Most Criteria Met	**2** Some Criteria Met	**1** Criteria Not Met

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Unit at a Glance

LESSON	PAGES	TEACHING POINT
Week 1 - Bodega Cats: Picture Purrfect		
1	1–14	When beginning a fictional chapter book, readers pay special attention to what they are learning about the characters and the problems they face in the story.
2	15–33	Readers pay attention to the narrator's perspective to understand what is happening in the story. They ask themselves, "Who is telling the story, and how does this help us understand their perspective?"
3	34–53	Fiction readers develop a deeper understanding of the main character as the story continues. They notice the character's thoughts, words, and actions and ask themselves, "What does this tell me about the character?"
4	N/A	Writers identify the qualities of a strong Literature Response and include those qualities in their own responses.
5	54–70	Fiction readers track how a story's problem grows or changes. They ask themselves, "How is the problem intensifying, and how does the character respond?"
Lesson A (Optional)	N/A	Creators study mentor comics to understand how comics tell a story and keep readers interested.

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LESSON	PAGES	TEACHING POINT
Week 2 - Bodega Cats: Picture Purrfect		
6	71–91	Fiction readers make connections between the illustrations and words in a text to understand the characters' feelings and problems.
7	92–111	Fiction readers pay attention to how the characters are changing. They ask themselves, "Why is the character acting or thinking this way? How is this different from how they were acting or thinking before?"
8	112–126	Fiction readers pay attention to the main character's motivations during the story's climax. They ask themselves, "How does the character feel or act? Why do they feel or act this way?"
9	N/A	Writers carefully consider what the prompt is asking, then think about everything they have read in the text to help them develop a claim that accurately states their idea.
10	127–134	When they conclude a novel, fiction readers determine the story's central message by considering what lessons the characters learn.
Lesson B (Optional)	N/A	Creators brainstorm and choose a key moment when their character shows courage. Then, they plan a clear sequence of events.
Week 3 - Jasmine Toguchi, Mochi Queen		
11	3–10	When beginning a fictional chapter book, readers pay special attention to what they are learning about the characters and the problems they face in the story.
12	11–25	Fiction readers examine the main character's relationships with other characters. They ask themselves, "What am I learning about this relationship, and how is it important to the character or story?"
13	26–35	Fiction readers notice when part of a story teaches them more about a character's background. They ask themselves, "What am I learning about the character here? What is important to them?"
14	N/A	Writers craft a Literature Response by selecting evidence from the text that best supports their claim.
15	36–49	Fiction readers pay attention to the author's word choice to help them visualize what is happening. They ask themselves, "What do these words or phrases make me picture? What is happening in the story?"

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LESSON	PAGES	TEACHING POINT
Week 4 - Jasmine Toguchi, Mochi Queen		
16	50–63	Fiction readers track how a story's problem grows or changes. They ask themselves, "How is the problem intensifying, and how does the character respond?"
17	64–71	Fiction readers pay attention to the climax of the story. They ask themselves, "How does the character feel? How does this add to the climax?"
18	72–86	Fiction readers think deeply about how a text's illustrations help them understand important information about the characters.
19	N/A	Writers explain how their evidence proves or supports their claim to help readers understand their thinking.
20	87–99	When they conclude a novel, fiction readers consider what lessons the characters learn to determine the story's central message.
Lesson C (Optional)	N/A	Creators brainstorm and choose a key moment when their character shows courage. Then, they plan a clear sequence of events.
Lesson D (Optional)	N/A	Creators use their plans to create engaging comic strips by including clear illustrations and speech bubbles, thought bubbles, or captions.

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DAILY LESSON PLANS

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Lesson 1: Reading

LESSON OVERVIEW

TEACHING POINT:

- When beginning a fictional chapter book, readers pay special attention to what they are learning about the characters and the problems they face in the story.

EVIDENCE OF LEARNING:

- Literature Response

KEY VOCABULARY:

- bodega
- problem
- setting
- tradition

MATERIALS:

- "**Bodega cats fast becoming the mascots of New York City corner stores**" (video)
- Bodega Cats: Picture Purrfect, pages 1–14
- World map

UNIT PORTFOLIO:

- **Folio 1:** "Lesson 1: Reading"

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SUGGESTED AGENDA 45 min.

8 min.	**Engage**
15 min.	**Launch**
5 min.	**Independent Reading**
10 min.	**Literature Response**
5 min.	**Whole-Class Discourse**
2 min.	**Closing**

Notes for Lesson Differentiation

TO SUPPORT:	• Launch: To help students keep track of everyone they meet in the book, provide a "Character Relationships" anchor chart or list of characters. This resource can be expanded upon and updated as they continue reading the novel. • Literature Response: Provide students with sentence frames such as "Miguel is … I know this because in the text … These examples show …"
TO ADVANCE:	• Independent Reading: Have students highlight words and phrases that help them better understand the main characters.
LANGUAGE AND MLL SUPPORTS:	• Reading Support: Encourage Spanish-speaking students to use their multilingualism to translate the text's Spanish words and phrases. • Writing Support: Provide students with a list of character traits they can use to describe Miguel and Lolo. • Speaking and Listening Support: Have students play an "Act-it-Out" game in which they step into Lolo's shoes and describe his day.

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Lesson 1: Reading

Teaching Point: When beginning a fictional chapter book, readers pay special attention to what they are learning about the characters and the problems they face in the story.

Engage

Introduce the unit's Essential Question. Keep the Essential Question posted on an anchor chart throughout the unit.

> *Today, we will begin reading a new novel together. We will also spend time thinking about our Essential Question: "Why and how do individuals challenge **tradition**?" During this unit, we'll learn about the importance of **traditions** and discuss when it might be time to change them.*

Display and read the Unit Essential Question.

ESSENTIAL QUESTION
Why and how do individuals challenge tradition?

Vocab

> *"**Tradition**" means "a belief or custom that is handed down throughout history or across generations." **Traditions** include special foods, activities, or customs that families or communities repeat, often passed down from one generation to the next. For example, some families and communities have a **tradition** of celebrating weddings by providing the couple with a red envelope with money inside. **Traditions** can change over time, but they are an important part of how families and communities celebrate special occasions and make meaning together. Today, we'll discuss why **traditions** are important and when and why they might need to be challenged or changed.*

Teacher's Note: Support multilingual learners by prompting them to share their own **traditions**. Consider introducing the term using students' home language(s).

> *Today, we'll begin reading Bodega Cats: Picture Purrfect by Hilda Eunice Burogos. In this chapter book, we'll meet Miguel, a boy who loves art, and his newfound cat, Lolo. Growing up in New York City, Miguel spends much of his time helping with the family business.*

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*Before reading, let's learn more about the book's **setting**. "**Setting**" means "where and when a story takes place."*

Display a world map and point out the distance between the Dominican Republic and New York City. Explain that the novel is set in New York City, and the protagonist's family immigrated there from the Dominican Republic.

Have students watch the video "Bodega cats fast becoming the mascots of New York City corner stores" by CBS New York.

Ask:
What did you learn from the video?

Key Ideas To Listen For:



- A **bodega** is a type of convenience store that is popular throughout New York City.
- Many **bodegas** have "store cats" that help protect against rodents.
- Some residents are trying to introduce rules that would provide more protection for these store cats.

*A **bodega** is a type of small convenience or grocery store popular in New York City. The word "**bodega**" is in the book's title, which makes me think it must be an important aspect of the story.*

Launch



*Now that we better understand the novel's **setting**, we'll begin reading. **When beginning a fictional chapter book, readers pay special attention to what they are learning about the characters and the problems they face in the story.** A **problem** is a troublesome or confusing situation that needs to be fixed. As we read, we'll think about who we meet and how they feel to learn more about them and the **problems** they face.*



Show students the cover of Bodega Cats: Picture Purrfect by Hilda Eunice Burgos.

Teacher's Note: Use the "Ask Protocols" resource from the RedThread RISE Implementation Guide to engage students in discourse throughout shared reading.

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Ask:
Based on the cover, what do you think this book will be about? Why do you think that?

Key Ideas To Listen For:

- This book might be about cats. In addition to the title, there are two different cats on the cover. A little boy puts his arm around a cat, so it will probably be about their relationship.
- The boy has a notebook and a pencil behind his ear, so the book might be about the boy's love for drawing.
- The title and cover illustrations include a **bodega**, so the book likely takes place in or around a **bodega**.

Teacher's Note: The text Bodega Cats, Picture Purrfect uses some Spanish words. In this and future lessons, provide translations as needed to support student understanding. You can also use this as an opportunity to highlight and learn from the linguistic resources of multilingual students in your classroom. Encourage students to share their knowledge and make connections between languages.

In this part of the lesson, you will read Chapters 1 and 2 of Bodega Cats: Picture Purrfect by Hilda Eunice Burgos.

Model jotting as you read and/or as students share.

As I begin reading aloud, follow along in your books. Think about the characters and what we learn about them, including what they want or feel.

Read Chapter 1. Pause to allow students to examine the illustration on page 4.

Think Aloud: *The title of this chapter, "Loner Cat," and phrases such as "I dig my claws" and "I lash my tail" show that a cat is telling the story. Let's think about what we're learning about this character. This cat is a "loner," which means it mostly lives by itself. The cat also seems hungry and cold, and is chased by a group of other cats.*

It seems like this cat lives a difficult life outside, which could be part of the ***problem****. I'm also learning that a human has grabbed the cat. The phrases "'Let's get you out of the cold'" and "kind eyes and a smiling face" help me understand that the human is trying to help. As we read, we'll pay attention to this relationship and other information we learn about the characters and their* ***problems****.*

Read to the end of page 7, "'... two days ago,' Mami says."

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Ask:
*What are we learning about the characters? Are they facing any **problems**?*

Key Ideas To Listen For:

- Miguel, the young boy who picked up the cat, is telling the story.
- Based on how he interacts with Lolo, we can tell that Miguel is very gentle and kind.
- Miguel's kindness and care for Lolo create a **problem**: Miguel wants to keep the cat in his family's **bodega**, but his parents do not wish to keep Lolo.

Read to the end of Chapter 2.

Teacher's Note: To support students' ability to understand and keep track of all the characters they meet, explain that Tío Diego and Don Diego are the same person. If needed, explain that "tío" means "uncle" and that "*don*" and "*señor*" are respectful ways to address an older man in Spanish.

Ask:
*What else are we learning about Miguel's **problem**?*

Key Ideas To Listen For:

- Miguel is unhappy because he doesn't get "anything [he] want[s]" for Christmas. His parents refuse to give him art supplies because they think "art is a waste of time."
- Since his parents don't support his love for art, Miguel feels "stuck" doing chores at the "boring **bodega**."

Independent Reading

Teacher's Note: The following section contains some Spanish words and phrases, such as "*hija*" and "*hasta mañana*." Provide direct translations as needed, and consider creating an anchor chart to keep track of the Spanish words and meanings that students learn throughout the book.

*Now, you will read Chapter 3 independently. While you read, **pay special attention to what you are learning about the characters and the problems they face in the story**.*

Circulate, notice trends, and coach students in understanding the day's Teaching Point as students read. You may read this portion of the text aloud with a small group as needed.

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In this part of the lesson, have students read Chapter 3 of Bodega Cats: Picture Purrfect. They should take notes in their Unit Portfolios as they read.

Key Ideas To Look For (Related to the Teaching Point):

- Miguel is very caring and gentle with the cat. While bathing him, Miguel says "'[s]h-sh'" and combs him "so gently."
- Miguel names the cat Lolo. Lolo likes his name and also seems to like Miguel. The phrases "'he's so loving!'" and "'sweet cat'" help the reader understand that Lolo is also kind.
- Lolo loves the bed Miguel sets up, but doesn't seem sure this comfort will last forever. He worries that Miguel and his family might toss him outside because he's used to treating humans poorly.

Back-Pocket Questions To Scaffold:

- What are we learning about Miguel and Lolo in this chapter?
- How does Lolo react to the bath? How does Miguel help Lolo feel more comfortable?
- How does Miguel treat Lolo? What does this tell us about him?
- How does Lolo feel about his new home? How do you know?

Literature Response

Literature Response Prompt: What are we learning about Miguel at the beginning of the story?

Key Ideas To Look For:

- Miguel loves art. He wanted art supplies for Christmas and thinks that "art helps people learn about [the] world." This helps us understand that art is important to him.
- Miguel lives with his family in New York City. They own a **bodega**, and Miguel often has to help out. This helps us understand Miguel's family.
- Miguel is caring. When he sees a stray cat, he names it Lolo and takes it home. Miguel is gentle with Lolo and makes sure he is clean and fed. This helps us understand that Miguel is kind.

Whole-Class Discourse

Use the "Tips and Prompts for Facilitating Discourse" and "Discourse Norms and Guidelines" resources to facilitate student discourse.

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Prompt: What **problems** emerge at the beginning of the story?

Key Ideas To Listen For:

- The **problems** that emerge at the story's beginning involve the two main characters: Miguel and Lolo.
- Lolo's **problem** is that he lives outside. This initial **problem** is solved because Miguel finds Lolo and brings him inside.
  - Lolo still demonstrates some fear, such as when Miguel gives him a bath. Even though Miguel cares for him, Lolo does not fully trust him.
- Another **problem** involves Miguel's parents. Miguel wants to take care of Lolo; however, Miguel's parents are unsure about whether or not they will allow the cat to stay in their **bodega**.
- Miguel's parents also do not support Miguel's love for art. They think art is a waste of time, even though it is very important to Miguel.

Back-Pocket Questions To Scaffold:

- What does Lolo want? Is he able to get what he wants?
- What does Miguel want? What is getting in his way?
- How do the characters feel? What does this tell us about their **problems**?
- Why is Lolo so fearful? What does this help us understand about his life?
- How would you describe Miguel's parents? What are they concerned about?

Closing

> *Through our reading today, we learned about the book's **setting**, characters, and some of the **problems** they face. **We paid special attention to what we were learning about the characters and the problems they face in the story**. Keep these ideas in mind as we continue reading the story tomorrow.*

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Lesson 9: Literature Response

LESSON OVERVIEW

TEACHING POINT:

- Writers carefully consider what the prompt is asking, then think about everything they have read in the text to help them develop a claim that accurately states their idea.

EVIDENCE OF LEARNING:

- Literature Response

MATERIALS:

- Sample Literature Response prompt
- Sample Literature Response A
- Sample Literature Response B

UNIT PORTFOLIO:

- **Folio 9:** "Lesson 9: Literature Response"

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SUGGESTED AGENDA 45 min.

3 min.	**Engage**
10 min.	**Launch**
15 min.	**Literature Response**
10 min.	**Writers' Circle**
5 min.	**Revise**
2 min.	**Closing**

Notes for Lesson Differentiation

TO SUPPORT:	• Launch: Provide students with a word bank of emotion words they can use to describe Miguel's feelings in their response, such as "embarrassed" or "guilty." • Literature Response: Direct students to portions of the text that depict Miguel's feelings, such as "Miguel sobs, his chest heaving up and down" and "Water drips from his eyes" on page 115, and "now I've let them down. Again" on page 118. Prompt students to consider what Miguel says and does to determine his feelings. Ask, "What do you know about someone who says and does that? How do they probably feel?"
TO ADVANCE:	• Literature Response: Challenge students to include additional evidence from the text to support their claims. • Literature Response: Provide the alternative prompt, "How have Miguel's feelings changed since the beginning of the story?"
LANGUAGE AND MLL SUPPORTS:	• Writing Support: After introducing the Literature Response prompt, have students reread page 115 to find evidence to include in their responses. • Speaking and Listening Support: Ensure that students understand the difference between Sample Literature Response A and Sample Literature Response B by using additional questions to support student comprehension (e.g., "What claim is the writer making in each sample response?" "How are the sample responses different?").

SAMPLE

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Lesson 9: Literature Response

Teaching Point: Writers carefully consider what the prompt is asking, then think about everything they have read in the text to help them develop a claim that accurately states their idea.

Engage

During our previous Literature Response lesson, we analyzed a mentor piece to identify the qualities of a strong Literature Response. Today, we'll keep those qualities in mind as we focus on developing strong claims based on evidence in the text. ***Writers carefully consider what the prompt is asking, then think about everything they have read in the text to help them develop a claim that accurately states their idea.***



Launch

Display and read the Mentor Literature Response prompt. Then, read Sample Literature Responses A and B.

SAMPLE LITERATURE RESPONSE A

Lolo thinks the bodega is a scary place to live. For example, Lolo is afraid to enter the family's apartment at night. He also says, "I'm tired of loud people bothering me" (36). These examples help us understand that Lolo is afraid of the bodega.

SAMPLE LITERATURE RESPONSE B

Lolo thinks the bodega is a good home. For example, Lolo loves the comfortable box Miguel makes for him. He also says, "This place is perfect. It has everything I need" (45). These examples help us understand that Lolo enjoys living in the bodega.

Ask:
Which sample Literature Response is stronger? Why?

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Key Ideas To Listen For:

- Sample Literature Response B is stronger because the claim is well supported by evidence from the text.
- Sample Literature Response A is not well supported by evidence from the text. It seems like the writer only considered some of the evidence, not all. Based on the text, Lolo is afraid to go to the apartment at night, but that is only because it is new. Also, even though he dislikes the noise sometimes, there is no other evidence to suggest that he is unhappy or afraid there.

A strong claim is based on everything you know so far, not just on bits and pieces of information. ***Writers carefully consider what the prompt is asking, then think about everything they have read in the text to help them develop a claim that accurately states their idea.***

Before we begin writing, let's read the prompt to make sure we understand it and then discuss our ideas. This will help us plan clear, complete, and compelling responses.

Display and read the Literature Response prompt for this lesson.

Literature Response Prompt: How does Miguel feel after he sneaks away to the Cloisters?

First, let's make sure we understand what the prompt is asking.

Ask:
What is the prompt asking? Try saying it in your own words. What do we need to do to answer it?

Key Ideas To Listen For:

- The prompt is asking us to think about Miguel's feelings after he leaves Tío Diego to go to the Cloisters. In other words, what does Miguel say, think, or do after sneaking away that helps us understand his feelings?
- We need to review all the evidence in the text to see what we can learn about Miguel's feelings. Then, we can develop a claim that names his feelings based on text evidence.

Now that we understand what the prompt is asking, let's think through our ideas and plan our responses.

Reread the Literature Response prompt for this lesson. Have students share their ideas with their partners. Then, have students write their responses.

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Literature Response

Literature Response Prompt: How does Miguel feel after he sneaks away to the Cloisters?

Key Ideas To Look For:

- Miguel feels guilty after sneaking away to the Cloisters.
- When he sees the fire truck at Tío Diego's home, he "sobs" and says, "This is all my fault!" (115).
- Then, he finally decides to tell his parents the truth about where he went. He speaks "softly" and whispers "I'm sorry" because he knows he has let them down (119).
- These details show that he feels bad for leaving his uncle and disappointing his parents.

Writers' Circle

Use the "Strategies for Sharing Student Work" from the RedThread RISE Implementation Guide to facilitate a discussion of student work that highlights the trends you noticed.

For this lesson, you may want to highlight or provide feedback on:

- Claims, and whether they clearly address the prompt by stating an accurate feeling.
- Claims, and whether they reflect a complete understanding of the text, not just bits and pieces.
- Evidence, and whether it includes characters' words and actions that convey their feelings.

Revise

Direct students to revise their writing based on the discussion.

Closing

Today, you reviewed the evidence from Bodega Cats: Picture Purrfect to develop your claim. By examining all the evidence, not just bits and pieces, you ensured that your claim is accurate and complete. Whenever you respond to literature, remember to ***carefully consider what the prompt is asking, then think about everything you have read in the text to develop a claim that accurately states your idea.***

SAMPLE

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