Thank you FOR YOUR INTEREST IN CORWIN

Please enjoy this complimentary excerpt from Text Structures and Fables.

LEARN MORE about this title!
Your students have read a story; then the discussion goes something like this:

You: What did you think about that story?
A third of them: It was okay.
Another third: It was boring.
Another third: It was good.

With too little guidance, students don’t have much to say, while too much guidance looks like test prep worksheets with correct answers built in. And do they need practice test questions for every single thing they read?

In fact, they don’t need a question at all in order to make a comment, but they do need to know what they’re being asked to do. This lesson gets them into the habit of generating a text-based, in-depth response from their swirling brainwork.

### Text Structures for Basic Reader Response

#### Story of my Thinking

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#### Character Feelings

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#### Making a Connection

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#### The Effect of an Author’s Choice

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<th>An example</th>
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<th>This creates... (choose one)</th>
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<tbody>
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<td></td>
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<tr>
<td>Sensory Images</td>
<td></td>
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<td>A ______ feeling</td>
</tr>
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<td>Figurative language</td>
<td></td>
<td></td>
<td>An understating of ________</td>
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<tr>
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<td></td>
<td></td>
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Step 1. Read a fable.

- Read or listen to a fable.
  - You could read more than one fable grouped in the same theme.
  - You could read or listen to a partner read a fable.
- These fables are short; reread the fable again and again to pick up hidden details.
- You may want to consider acting out the fable to internalize the story.

Step 2. Choose and use a text structure.

- Choose a text structure from the basic response structures.
- Let the structure help you write down what you noticed as you were reading.
- When you have written something to go with each box, you have written a kernel essay.

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My Response to "Two Pots"

Character Feelings
- felt
  - They did
  - they said

Kernel Essay

The old brass pot felt confident. He took his fragile friend on the road, and he promised to protect him.
Step 3. Share.

- Read your kernel essay aloud to a partner or group.
- Listen to a couple of kernel essays written by others.

### Text Structures for Basic Reader Response

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**The Effect of an Author’s Choice**

- The author uses... (choose one)
  - Vocabulary
  - Sensory Images
  - Figurative language
  - Something else (name it) _______
- An example
- Another example
- This creates... (choose one)
  - A ______ mood
  - A ______ feeling
  - An understating of _______
  - Nothing else _______

**Examples:**

*About “The Two Pots”*

Structure: The effect of an author’s choice

The author uses personification when they have the two pots speak to each other. The two pots “had not gone ten paces before the earthen pot cracked.” The author did this in order to give the reader an understanding of how friends sometimes hurt each other like the pots did.

Andrew Beem, teacher
Response to "The Two Pots"

Earthen pot felt scared when brass pot told him about his plan. I know because he was not quick to accept the offer. I also know because he said "you know how fragile I am."

-Leia Parker Garcia
Grade 3

Response to "The One-Eyed Doe"

The doe felt defeated. As she was dying, she said, "you cannot escape your fate," showing that she was aware that protecting her blind side did not save her. Her best strategy did not work, making her sad and defeated.
Lesson 1. Responding to Reading

Tip: Use this process with any text in any genre.

**The Wolf and the Crane**

A Wolf had been feasting too greedily, and a bone had stuck crosswise in his throat. He could not swallow, and of course he could not eat a thing. Naturally that was an awful state of affairs for a ghostly creature. He was sure that, with her long neck and bill, the Crane could easily take out the bone and pull it out. "I will reward you very handsomely," said the Wolf. "If you pull that bone out for me, I will give you the rest of my meat." The Crane, of course, could imagine was very uneasy about putting her head in a Wolf's throat. But she was trusting, and when the Wolf felt that the bone was gone, he started to walk away and said to the Crane anxiously, "What! snatched the Wolf, whirling around. "Haven't you enough food to give me your head out of my mouth without snapping it off?"

Nobody should expect a reward for serving the unworthy.

**Response to “Diamonds and Toads”**

**Structure: Effect of an Author’s Choice**

**The Effect**

The author uses figurative language to reveal character.

The author used the phrase "spilled all the way," showing her bad attitude and resentment.

The author also called the hero "ill-bred music," we saw her as worse than rude.
TEACHING NOTE

Our friend Lisa Taiclet shared her process. She introduced one structure each week to her fourth graders. The students taped a copy of the structure to the top of a page. At the end of silent reading time, her fourth graders used one structure each week. After five weeks, they had used all five. From that point on, she let them choose which structure they wanted to use. She said, "It’s making for good book discussions since they never all choose the same structure—or even if they do, they notice something different."
The Story of My Thinking: about Don’t Call Me Pruneface!
Adyn, Grade 4
I used to think Paul was good as gold but he called Prudence Pruneface so now I know that Paul can be a little mean.

The Story of My Thinking: about Don’t Call Me Pruneface!
Braelyn, Grade 4
I used to think that Prudence would never change her ways but once Paul called her Pruneface she realized what it was like to be called names. So now I know that she did change and now Paul and Prudence are friends.

Making a Connection: about Wonder
Kamila, Grade 4
When I read about no one wanting to touch Auggie, I made a connection to the world because in real life, corona [COVID-19 is happening] right now and we can’t touch anybody.

Making a Connection: about The Three Little Wolves and the Big Bad Pig
Kamila, Grade 4
When I read about the Big Bad Pig and how cranky he was I made a text-to-self connection because sometimes I’m in a bad mood and do things that seem mean when I should stop and take some deep breaths like the pig did in the end.

Character Feelings: about Grace for President
Mel, Grade 4
Grace felt confused when she heard that there had never been a girl president. I know because she asked the teacher why and made posters for people to vote for her and because she said, “Go vote for a change.”

The Effect of an Author’s Choice: about Wonder
Mel, Grade 4
The author uses figurative language like when Mr. Tushman said that August “carried up the most hearts.” This creates an understanding of how August helped people not judge a book by its cover.
Part I: Building Strong Readers and Writers

Making a Connection:
When I read about the kids trying to get tough against the bully, I made a connection to real life. In the story, the bully is a symbol of the challenges kids face in school, just like in real life. This connection made the story more relatable.

Story of my Thinking:
I used to think that everyone was afraid to go to school but now I know that some kids are nervous about the first day of school.

I used to think that Jack was a good friend but then he joined in with the other boys taking about Auggie behind his back. Now I know that Jack is not a very good friend.

I used to think that kids running the world was a terrible idea, but now I think kids make the world better.

Summary:
Somebody wanted ________
But ________
So ________
Then ________

Auggie wanted his mom to come and make him feel better about Via not wanting him at the play, but Auggie didn't want his mom to say that Auggie was better. Then Via felt so Auggie forgot about his hurt feelings.

Via didn't want Auggie to go to the play, but Auggie did and they were not mad at each other anymore so they all went to the play. Then Via took Auggie's place in the play and got a standing ovation.

Via was supposed to be the understudy but Miranda hated being sick, so Via had to do it. Then Via got the standing ovation and Miranda felt better about herself.

Character Feelings:
I felt ________
I know because ________
I also know because they said ________

Jack felt confused. I knew because he kept leaving to sit with different groups. But people kept moving away from him. I also knew because he said, "I'll never sit with you again."

Jack felt nervous when he went to Auggie's house. I knew because he asked Auggie if he could do the same for the first time. I knew because he asked Auggie if he could do the same for the first time. I also knew because he said, "I was afraid".

Justina felt surprised when she met Auggie. I knew because he lied about it to Via. I also knew because she said that she tried to make his expression to hide his surprise.

Justina felt sad when the three-born picked a name. I knew because the expression on his face was sad. I also knew because he showed Justin the paper that she made so she could see who was on his side.
The author uses sensory images like August feeling like he was under water and spitting the waterworks. These created an understanding of how scary that night was for August and how poor his hearing is.

The author uses vocabulary like backtracked and single file, this creates a visual in my mind of how they searched for the hearing aids.

The author figuralive language like a monumental shift and a cosmic shift to give the reader an understanding how big the
VARIATION

- Let students choose (and copy) a striking line or phrase from their reading.
- Choose a structure from the great lines page.
- Let the structure help you write about your thoughts as you read.
- Read your kernel essay to a partner or group.
- Listen to several other kernel essays.

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I was at my grandma’s lush farm, and that summer day was as hot as a furnace. I was so bored, and the only option I had left was to play with Lottie, my German Shepherd. “Here, girl,” I called. Soon enough, Lottie waltzed out of the barn, with a few sticks of hay in her silky fur. “You want to explore?” I inquired to the panting dog. Taking slobber drooling down Lottie’s mouth as a yes, I skipped down the road, past the black and white cows, towards the forest.

As soon as we reached the outskirts of my grandfather’s land, my stomach lurched. But with Lottie at my heels, I ventured into the forest. The forest was dark and damp. I felt as if millions of eyes were watching my every move. A twig snapped, followed by a faint neigh. In disbelief, I thought, “It’s just Moonlight and Midnight (horses) in the pasture. Suddenly Lottie growled towards the shadows. “What is it, girl?” I tensely asked. I was answered with a whimper.

I soon decided whatever it was, it was pretty scary. Mustered my bravery, I headed towards the trees. A loud clutter of crows snapped my mind to attention, as I trudged through thorn bushes. As I approached a clearing, what I saw made me eyes as wide as tomatoes.

There right in the clearing, lay a colt. A few rays of sun made the leather brown skin of the colt glow. But what amazed me the most was the large, swollen, right hind leg of the horse. When the horse glanced up, I saw a twisted, pained, expression. Suddenly I saw my grandfather with his horse trailer. Quickly we hauled the injured colt, and made our way back to the farm.

When we got to the farm, me and Lottie impatiently paced outside the barn door. She’ll be okay. I constantly told myself. I was astounded when my grandfather’s wrinkled face appeared, and then said “She’ll be okay.” I heaved a sigh of relief, and headed towards the colt that I had found. I learned that any day can start out dull, but turn out to be the most exciting time of your life. Just like me and my colt.
Lesson 1. Responding to Reading

"I felt as if millions of eyes were watching my every move."

**Structure:** clarifier

1. **At first I thought**
2. **Then I read**
3. **Which means**
4. **So now I think**
   - This part is really saying

**Kernel Essay:**

1. At first I thought this would be a story with elements of horror, because it gave me the creeps.
2. Then I read about the cult,
3. which means there would not be dead bodies or bloody monsters.
4. So now I think the creepy part was pretty mild, and gave us a sense of relief quickly.