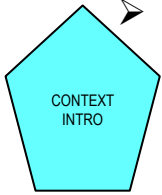


RESPONSE TO TEXT (FICTION)

In responses to literature, student show **understanding** of reading, **connect** what has been read to the broader world of ideas, concepts, and issues, and make **judgments** about the text. This is evident when students:



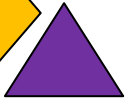
- Establish *interpretive claims* and *support them*; clearly articulate a point of view, or state a *firm judgment* about the piece discussed (Tell what the story is about; state the theme of the story. Think about how this story relates to you and your life. You should pick a story that does relate to you—remember the piece of literature is your choice. How it connects to you and your life is one of the themes of the story.)



- Go *beyond retelling of plot* by reflecting on what is read and by making connections to broader ideas, concepts, and issues (You should **BRIEFLY** summarize the plot in the introduction. Then, only tell plot to illustrate your point. I **DO NOT** want a book report--don't tell me what happened in the story after your introduction except to support an interpretive claim.)



- Connect plot/idea/concepts to *experience*, including other literature (These connections are your support for your interpretive claims. The connections may be real-life experiences or they may be other things you've read.)

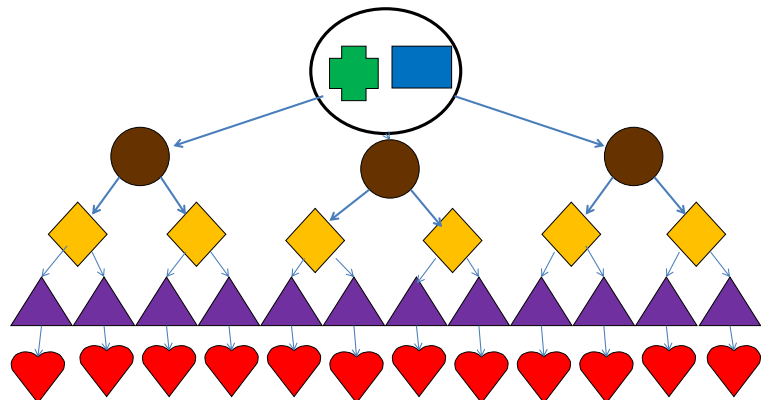
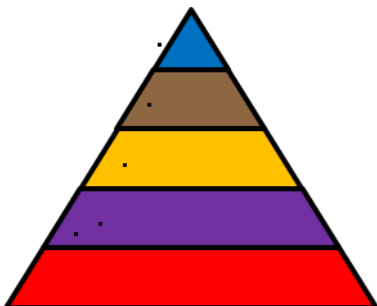


- *Support* judgments about what has been read by drawing from experience, other literature, and evidence from the text, including direct quotations (These are some strategies for supporting your interpretive claims. You **MUST** use some direct quotations and include parenthetical notations for citations. This is **REQUIRED**.)



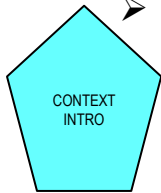
- Maintain a sense of audience by addressing the reader's possible questions (Don't forget my questions! Some of you are getting really good at remembering your reader!)

- Engage the reader effectively and provide closure (It really, really needs an ending. Summarize and don't forget the "hook.")

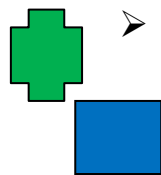


RESPONSE TO TEXT (NONFICTION)

In responses to literature, student show **understanding** of reading, **connect** what has been read to the broader world of ideas, concepts, and issues, and make **judgments** about the text. This is evident when students:



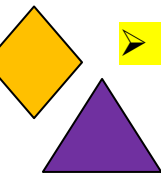
- Establish *interpretive claims* and *support them*; clearly articulate a point of view, **or** state a *firm judgment* about the article or book (Tell what the article or book is about; state the theme of the article or book. Think about how this article or book relates to you and your life. You should pick an article or book that does relate to you—remember the piece of literature is your choice.)



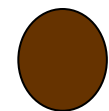
- Go *beyond retelling of content* by **reflecting** on what is read and by making connections to broader ideas, concepts, and issues (I DO NOT want a report---don't tell me what happened in the book or article after your introduction except to support an interpretive claim.)



- Connect plot/idea/concepts to *experience*, including other literature (These connections are your support for your interpretive claims. The connections may be real-life experiences or they may be other things you've read. However, the bulk of the essay should be ABOUT THE ARTICLE OR BOOK. This is NOT a personal reflection; this is a reflection about the ARTICLE OR BOOK.)

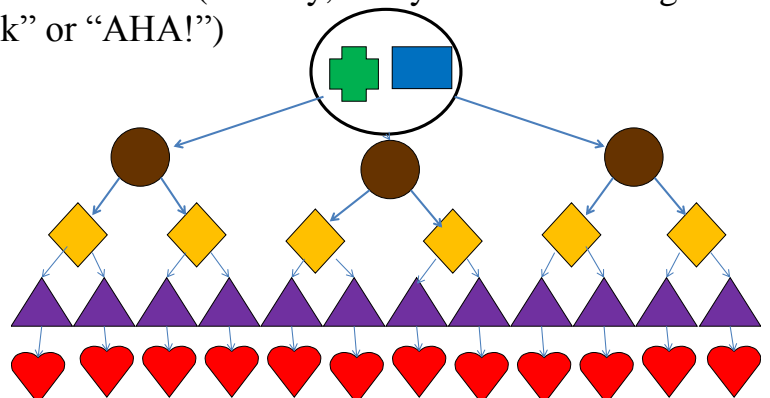
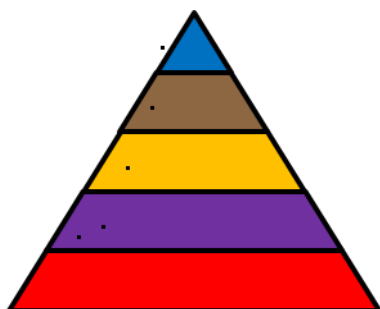


- **Support** judgments about what has been read by drawing from evidence from the text, including direct quotations, personal experience, and other literature. (These are some strategies for supporting your interpretive claims. **You MUST use some direct quotations. This is REQUIRED.**)



- Maintain a sense of audience by addressing the reader's possible questions (**Don't forget my questions!** Some of you are getting really good at remembering your reader!)

- Engage the reader effectively and provide closure (It really, really needs an ending. Summarize and don't forget the "hook" or "AHA!")



RESPONSE TO TEXT (nonfiction)

GRADE:

CRITERIA	EXPLANATION	COMMENTS
<p>THEME</p> <p>➤ Establish and support interpretative <i>claims</i> or <i>judgments</i></p>	<p>➤ Clearly state your interpretation of the main idea or one of the main ideas of this text.</p> <p>➤ Then, support that claim with information from the text.</p>	
<p>CONNECTIONS</p> <p>➤ Reflect on what is read and make connections to broader ideas, concepts, and issues</p>	<p>➤ Like in your PERSONAL REFLECTION, the main idea of this text connects to broader ideas, concepts, and issues that you experience.</p> <p>➤ How does this text connect with YOU and YOUR WORLD?</p> <p>➤ Why is it important for YOU and people like you to read it?</p> <p>➤ Your REFLECTION should be throughout the paper.</p>	
<p>AUDIENCE</p> <p>➤ Maintain a sense of <i>audience</i> by addressing the reader's possible questions</p>	<p>➤ Think about questions a reader may have. One way to do this is have someone read your paper who doesn't know how to do the procedure and give you feedback.</p>	
<p>VOICE/TONE DETAILS</p> <p>➤ Maintain a <i>thoughtful voice and style</i></p>	<p>➤ The objective of a writer is to communicate as clearly as possible in an engaging way. For <i>voice</i> I should be able to hear your voice when I read the words---when you read this, it sounds like I'm talking to you.</p> <p>➤ <i>Style</i> is a part of creating a clear voice. If the paper is formal, your voice should be formal.</p> <p>➤ <i>Voice</i> and <i>style</i> are reflected in vocabulary, grammar, and sentence length and structure.</p>	
<p>CLOSURE</p> <p>➤ Provide closure</p>	<p>➤ Conclude your essay thoughtfully</p> <p>➤ Restate your main idea</p> <p>➤ Summarize your points</p> <p>➤ Give an AHA!</p>	

GUM does not interfere with the reading of the paper.

Common errors:

1. [Capitalization](#)
2. [Transition words and phrases](#)
3. [Homonyms](#)
4. [Punctuation \(other than below\)](#)
5. [Punctuating quotations](#)
6. [Sentence fragments](#)
7. [Run-on sentences](#)
8. [Sentence sprawl](#)
9. [Omitted commas](#)
10. [Superfluous commas](#)
11. [Comma splices](#)
12. [Misplaced and dangling modifiers](#)
13. [Faulty parallelism](#)
14. [Unclear pronoun reference](#)
15. [Incorrect pronoun case](#)
16. [Apostrophe errors](#)
17. [Misspellings](#)

1.

Highlighted words or phrases mean there is a mistake. I don't mark all the GUM errors—I'll tell you what the most common errors are and you need to find and fix them. However, any place I highlight something, it's wrong.

In the **12 common errors** list, you need to work on: