From Melanie Mayer’s books:

*Miles to Go: What I Learned While I was Teaching*

and

*Two Roads Diverged and I took Both: Meaningful Writing Instruction in an Age of Testing*

3 ways to respond to text (written or visual):

* Personal reader response (What did I like/ not like?  This reminds me of…  )
* Summary (a lower level skill, but a necessary one if they’re to get to the analysis)
* Analysis  (scaffold with sentence stems)

Sentence stem for beginning analysis:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (the author)  uses \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (text evidence/concrete detail) to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This shows the reader that\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (commentary).

As a quick class activity, pass out index cards to table groups.  Groups receive cards that say “response”, “summary”, or “analysis.”  The group writes a paragraph on the index card according to the response type they’ve received.  Each group reads their card aloud to the class, and the class must guess which of the 3 types each response is.

Variation: Teacher provides several examples of each of the 3 types of responses on index cards to each group. Groups sort cards into 3 stacks (response, summary, analysis.)