



MY Access! Writer's Workshop

Upper Elementary Literary Analysis/Response to Literature

Prompt: Bridge to Terabithia by Katherine Paterson

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Prompt: Bridge to Terabithia by Katherine Paterson

A character sketch describes a person and what he or she did in life. Write a character sketch for Leslie Burke. Include important facts about her, and tell about her special qualities.

As you write your essay, think about these questions

- did you state your main idea clearly?
- did you include details and examples to support your main idea?
- did you restate information from the story in your own words?
- did you organize your essay clearly with an introduction, body, and conclusion?
- did you use a variety of words and well-written sentences?
- did you use correct grammar, spelling, and punctuation?

Use any of the tools available to you, such as the **Checklist**, **Spellchecker**, or **Graphic Organizer**.

Attack the Prompt

- Underline what the prompt is asking you to DO?
- What must you include?

Persuasive Writing

Purpose:

- To convince
- To state a problem and propose a solution
- To analyze cause/effect relationships
- To discuss controversial issues

Characteristics:

- Logically supports a clear position or perspective with relevant evidence
- Provides convincing arguments and counterarguments
- Reflects analytical thinking and/or evaluation
- 1st or 3rd person point-of-view

Examples:

- Persuasive essay
- Persuasive letter or letter to editor
- Editorial
- Compare/contrast essay
- Political speech
- Critical reviews
- Character analysis

Response to Literature

Shares the same purpose and characteristics as above, but demonstrates an understanding and interpretation of literary work and supports viewpoint through specific references to text

***Bridge to Terabithia* Character Study Jigsaw**

Phase 1 - While Reading the Novel

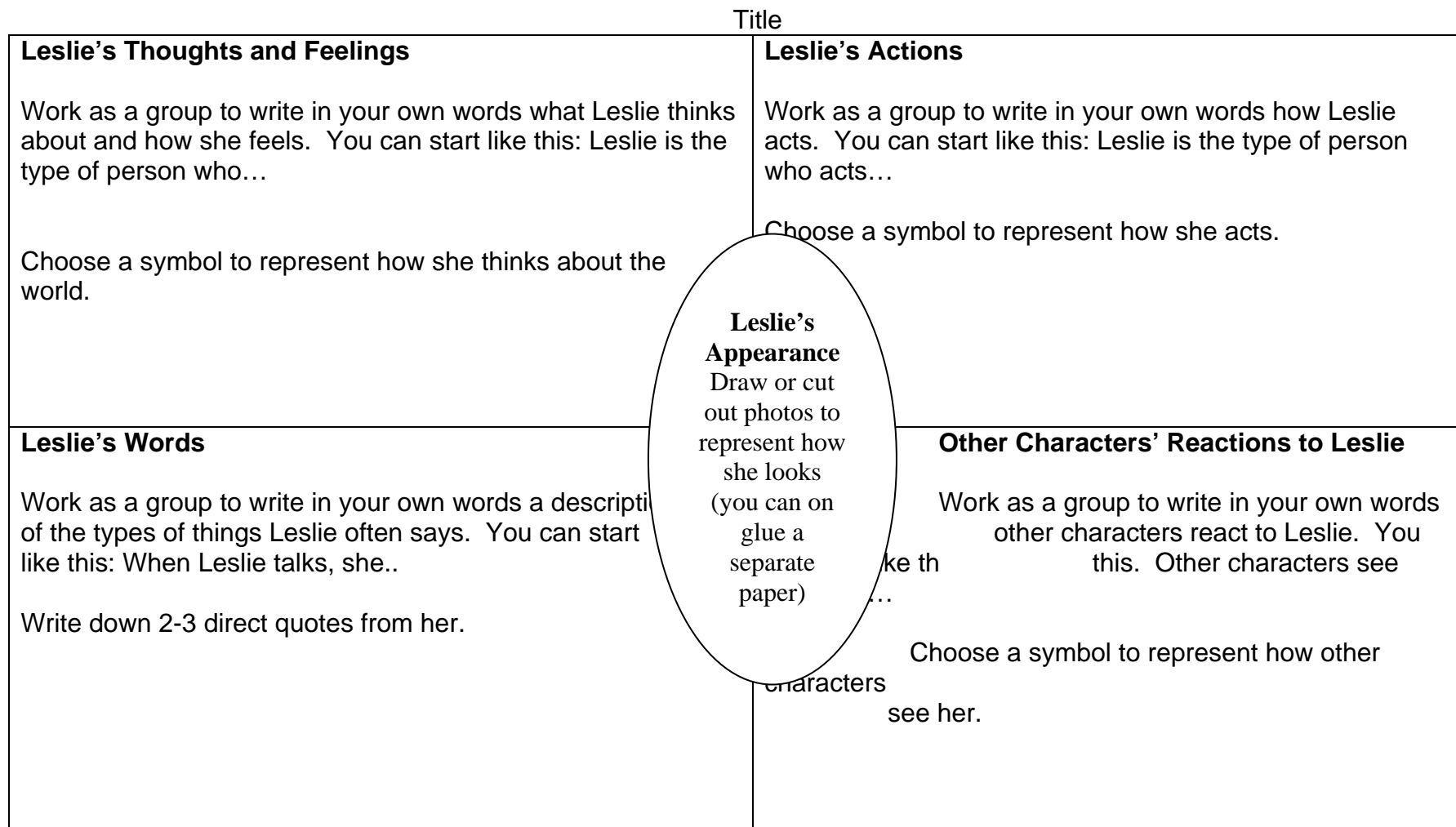
- Initially, put students in groups of five. Assign each student a **DIFFERENT** character study assignment (see pages 7-11) to become an “expert” on. Students will not meet with this group again until they are finished reading the novel.
- Once you begin reading, students meet with a new group. This time, every member of the group will have the **SAME** character study assignment. They should share and discuss the quotes chosen and their reactions to them. For example, every student who is responsible for recording Leslie’s thoughts will meet after chapter 1 for a discussion.

Phase 2 – After Reading the Novel

- Students will now meet with the original group they were assigned to before reading. Each student is an expert in one area, and they need to share what they have learned. By the end, students should thoroughly understand all aspects of Leslie’s personality.
- Give each group a large piece of poster paper and have them complete the assignment on page 6.
- Each group will present their poster to the whole class. As students listen to the presentations, have them fill out the left side of the “Character Trait” T-Chart (page 12). After presentations, discuss the traits they came up with and have students add to their charts anything they didn’t think of. You can also discuss the “consequences” as a whole class and have students record their answers.
- By the time students are finished, they should be VERY prepared to write!

Phase 3 – Beginning to Write the Essay

- For homework or as an in-class activity, have students complete a quickwrite about Leslie—they should write anything and everything that comes to mind about her (you may want to give a specified amount of time). They shouldn’t worry about paragraphs, thesis, etc. This is just an activity to get ideas flowing.
- Before students begin writing their essay, have them try “Looping” (as described on page 13) with this quickwrite.
- Help students write a thesis statement and organize their essays by using the handouts on pages 14 and 15.
- After students have written a first draft, have them complete the activities describe on page 16, “Revising Your Essay.” Work through the MY Tutor feedback with them.



Your group's job is to create a poster that represents Leslie. The information above MUST be included on your poster. I suggest you divide the poster into 4 parts, but you can choose to organize the information in a different manner (as long as everything above is included). Be creative!

Character Study of Leslie #1

Leslie's Thoughts & Feelings

It is your job to study how Leslie thinks and feels throughout the novel. After reading each chapter, record 2-4 quotes that **best characterize** her thoughts and feelings about other characters, the world, herself, etc. On the right, respond to each quote by recording your reactions, reflections, observations and questions. Use additional paper as necessary.

| Page # | Quote | Your thoughts, observations, questions |
|---------------|--------------|---|
| | | |

Character Study of Leslie #2
Appearance

Leslie's

It is your job to study how Leslie looks throughout the novel. Pay attention to how she is described—her physical appearance (how she looks, what she wears, etc.) and her facial expressions. After reading each chapter, record 2-4 quotes that **best characterize** how Paterson describes her. On the right, respond to each quote by recording your reactions, reflections, observations and questions. Use additional paper as necessary.

| Page # | Quote | Your thoughts, observations, questions |
|--------|-------|--|
| | | |

It is your job to study what Leslie **DOES** throughout the novel (her behavior and actions). After reading each chapter, record 2-4 quotes that **best characterize** how she acts in response to other characters, the world, her thoughts, etc. On the right, respond to each quote by recording your reactions, reflections, observations and questions. Use additional paper as necessary.

| Page # | Quote | Your thoughts, observations, questions |
|--------|-------|--|
| | | |

Character Study of Leslie #4
Leslie

Other Characters' Response to

It is your job to study how the other characters in the book respond to Leslie. After reading each chapter, record 2-4 quotes that **best characterize** how the other characters react to her—what do they say, think, do in response to her actions, etc. On the right, respond to each quote by recording your reactions, reflections, observations and questions. Use additional paper as necessary.

| Page # | Quote | Your thoughts, observations, questions |
|---------------|--------------|---|
| | | |

It is your job to study what Leslie **SAYS** (also pay attention to what she doesn't say) throughout the novel. After reading each chapter, record 2-4 quotes that **best characterize** her words about other characters, the world, herself, etc. On the right, respond to each quote by recording your reactions, reflections, observations and questions. Use additional paper as necessary.

| Page # | Quote | Your thoughts, observations, questions |
|---------------|--------------|---|
| | | |

Leslie's Character Traits

As you are listening to the presentations, write down Leslie's character traits—what "type" of person is she?

| Leslie's Character Traits | Consequence of This Trait |
|---------------------------|---------------------------|
| | |

LOOPING

Looping is an exercise many writers use to narrow the focus of a piece. Often, in early drafts we write anything and everything that comes to mind about our topic (and this is okay!). As we revise, we want to “zoom in” on only the most important and interesting parts of our narrative. We need to discover our PURPOSE for writing.

Tell Students:

Step 1: Re-read your entire piece.

Step 2: Choose one line that stands out to you. Maybe it is an extremely important moment in your story, maybe it is the most exciting point, or maybe you just like the idea you are trying to express.

Step 3: Underline or highlight that line.

Step 4: On a blank piece of paper, write ONLY that line at the top of the paper.

Step 5: Now, for next ten minutes, write as QUICKLY as you can about only that line.

Step 6: Think about what happened. Do you like what you just wrote more than your first draft? If so, you now have a NEW and more specific focus for your story. At the very least, one part of your story has been “exploded.”



Preparing to Write MY Access! “Bridge to Terabithia”

Your **thesis statement** is a sentence or two that tells the reader the **main argument** you will be making in your essay. It cannot simply be a fact from the story, but it needs to include **your opinion** of Leslie. In other words, your thesis is an interpretation (your thoughts about Leslie), and your essay will explain WHY your thesis is true. Let’s begin by writing a thesis. You can use the format below, but it is okay to change it or to try your own format.

I. Thesis/Controlling Idea:

Leslie Burke exhibits several strong character traits such as

_____ , _____ ,

and _____. These show

about her.

II. Introduction: Your introduction needs to do these things:

- Introduce the title and author of the story (Bridge to Terabithia by Katherine Paterson).
- Give the reader some background information about the story and Leslie.
- Present (usually at the end) your thesis statement.
- Try to catch the reader’s attention!

III. Body: The body of your essay contains at least three paragraphs that illustrate and support your thesis statement. For this essay, try these body paragraphs:

- Discuss Leslie’s first character trait as mentioned in your thesis statement.
 - Provide at least **two** examples (but try for more) from the book to “prove” this is a true character trait of Leslie’s.
 - Explain your thoughts and opinions about this trait of Leslie’s.
- Discuss the second character trait mentioned in your thesis. Do the same as above.
- Discuss the third character trait mentioned in your thesis. Do the same as above.

IV. Conclusion: The conclusion often restates the thesis and offers the reader some final thoughts about your essay. Try to think up a way to push your reader's thinking about your topic even deeper.

ORGANIZING YOUR ESSAY

Thesis Statement

| |
|--|
| |
|--|

Support for Thesis/Topic Sentence

Examples from Text as Evidence

| | |
|----|--|
| 1. | |
| 2. | |

| | |
|----|--|
| 3. | |
|----|--|

Revising Your Essay

Revision means to “re-see” your writing. Before you “re-see” it, however, you need to re-read it! Use the following suggestions to help you determine what you need to do to improve your essay.

Introduction (must include first three bullet points):

- Highlight background information about the topic in YELLOW.
- Underline your thesis statement in BLUE.
- Circle the title and author of the story.
- Is your introduction interesting? ___yes ___no

Body (for each paragraph):

- Highlight your topic sentence (the sentence that tells your reader what the paragraph is about) in BLUE.
 - If you don't have a topic sentence check here—you need to write one!
 - Does your topic sentence support your thesis statement?

| | | |
|-------------|--------|-------|
| Paragraph 1 | ___yes | ___no |
| Paragraph 2 | ___yes | ___no |
| Paragraph 3 | ___yes | ___no |
- Highlight the examples *from the story* you use to support your topic sentence in GREEN.
 - If you don't have any examples check here—you need to add some in!
- Highlight your own thoughts and commentary in RED. This is the part of your paragraph that explains why your examples are important.
 - If you don't have any commentary check here—you need to add your own thoughts in!

Conclusion

Does it restate the thesis or your main argument in a new way? ___yes ___no

Does it push your reader's thinking deeper? ___yes ___no

MY Access! Writing Domains

Type of Writing:

Your writing will be evaluated on the basis of five domains or trains of writing. Study each domain on the rubric and USE BULLET POINTS to take notes so that you can define each one. The feedback you receive will use the language on this chart.

| Focus & Meaning | Content & Development | Organization | Language Use & Style | Mechanics & Conventions |
|-----------------|-----------------------|--------------|----------------------|--|
| | | | | <ul style="list-style-type: none">• Piece is paragraphed• Grammar errors do not interfere with the message• Uses proper punctuation• Excellent spelling |

| | Focus & Meaning | Content & Development | Organization | Language Use, Voice & Style | Mechanics & Conventions |
|---|---|--|--|--|---|
| | The extent which the response demonstrates understanding of the text and the purpose of the task, and makes connections between them through a controlling or central idea. | The extent to which the response develops ideas fully and artfully using extensive, specific, accurate, and relevant details. (<i>facts, examples, reasons, anecdotes, prior knowledge</i>) | The extent to which the response demonstrates a unified structure, direction, and unity, paragraphing and transitional devices. | The extent to which response demonstrates an awareness of audience and purpose through effective sentence structure, sentence variety, word choice that create tone and voice. | The extent the response demonstrates control of conventions, including paragraphing, grammar, punctuation, and spelling |
| 6 | Very effective Focus & Meaning Establishes an <i>in-depth analysis</i> of the text(s) and makes <u>insightful connections</u> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or <u>techniques</u> through a controlling or <u>central idea</u> . | Very Effective Content & Development. Develops ideas <i>fully</i> and <i>artfully</i> , using a wide variety of <u>specific</u> and <u>accurate evidence</u> and <u>literary elements</u> or techniques from the <u>text(s)</u> . | Very Effective Organization. Demonstrates a <i>cohesive and unified structure</i> with an <u>engaging introduction</u> and a <u>strong conclusion</u> ; <u>effective</u> use of <u>paragraphing</u> and <u>transitional devices</u> throughout. | Very Effective Language Use, Voice and Style Demonstrates <i>precise</i> language and <u>word choice</u> , a <u>defined voice</u> , and a <u>clear</u> sense of <u>audience</u> ; uses <u>well-structured</u> and <u>varied sentences</u> . | Very effective control of Conventions & Mechanics. <i>Few or no errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> . |
| 5 | Good Focus & Meaning. Establishes a <i>thorough</i> analysis of the <u>text(s)</u> and makes <u>clear connections</u> among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> . | Good Content & Development. Develops <u>ideas</u> <i>fully</i> and <i>clearly</i> , using a variety of specific and <u>accurate evidence</u> and <u>literary elements</u> or techniques from the <u>text(s)</u> . | Good Organization. Demonstrates a <i>mostly unified structure</i> with a <u>good introduction</u> and <u>conclusion</u> ; <u>consistent</u> use of <u>paragraphing</u> and <u>transitional devices</u> . | Good Language Use, Voice and Style. Demonstrates <u>appropriate language</u> and <u>word choice</u> , with <u>some evidence</u> of <u>voice</u> and a <u>clear</u> sense of <u>audience</u> ; uses <u>well-structured</u> sentences with <u>some variety</u> . | Good control of Conventions & Mechanics. <i>Few errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not interfere</i> with the message. |
| 4 | Adequate Focus & Meaning. Establishes a basic analysis of the text(s) and makes implied connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> . | Adequate Content & Development. Develops ideas <i>adequately</i> , using some <u>specific</u> and <u>accurate evidence</u> and <u>literary elements</u> or techniques from the text(s). | Adequate Organization. Demonstrates a <i>generally unified structure</i> with a <u>noticeable introduction</u> and <u>conclusion</u> ; <u>inconsistent</u> use of <u>paragraphing</u> and <u>transitional devices</u> | Adequate Language Use, Voice & Style. Demonstrates <u>appropriate language</u> and <u>word choice</u> , with an <u>awareness</u> of <u>audience</u> and control of <u>voice</u> ; generally uses correct <u>sentence structure</u> with <u>some variety</u> . | Adequate control of Conventions & Mechanics. <i>Some errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>do not significantly interfere</i> with the communication of the message. |
| 3 | Limited Focus & Meaning. Establishes a basic analysis of the text(s) and makes only few or vague connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or central idea. | Limited Content & Development. Develops ideas <i>briefly</i> and <i>inconsistently</i> , using <u>little specific</u> and <u>accurate evidence</u> and <u>literary elements</u> or techniques from the text(s). | Limited Organization. Demonstrates <u>evidence</u> of <u>structure</u> with an <u>uncertain introduction</u> and <u>conclusion</u> ; <u>lacks</u> paragraphing and <u>some transitional devices</u> . | Limited Language Use, Voice & Style. Demonstrates <u>simple language</u> and <u>word choice</u> , <u>some awareness</u> of <u>audience</u> and control of <u>voice</u> ; relies on <u>simple sentences</u> with <u>insufficient sentence variety</u> and <u>word choice</u> . | Limited control of Conventions & Mechanics. <i>Several noticeable errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>may interfere</i> with the communication of the message. |
| 2 | Minimal Focus & Meaning. Establishes a confused or incomplete analysis of the text(s) and makes <i>no</i> connections among the <u>task</u> , the ideas in the <u>text(s)</u> , and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> . | Minimal Content & Development. Develops ideas incompletely and <i>inadequately</i> , using <u>minimal</u> references to the text(s). | Minimal Organization. Demonstrates <u>little evidence</u> of structure with a <u>poor introduction</u> and <u>conclusion</u> ; <u>little evidence</u> of <u>paragraphing</u> and <u>transitional devices</u> . | Minimal Language Use, Voice & Style. Demonstrates <u>poor language</u> and <u>word choice</u> , with <u>little awareness</u> of <u>audience</u> ; makes <u>basic errors</u> in <u>sentence structure</u> and <u>usage</u> . | Minimal control of Conventions & Mechanics. <i>Patterns of errors</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that <i>substantially interfere</i> with the communication of the message. |
| 1 | Inadequate or no Focus & Meaning. <i>Fails</i> to establish an analysis of the text(s) and makes <i>no connections</i> among the task, the ideas in the text(s), and <u>literary elements</u> or techniques through a controlling or <u>central idea</u> . | Inadequate or no Content & Development. <i>Fails</i> to develop ideas, using <i>no</i> meaningful references to the <u>text(s)</u> . | Inadequate or no Organization. Demonstrates <i>no evidence</i> of structure with <i>no introduction</i> or <u>conclusion</u> ; <i>no evidence</i> of <u>paragraphing</u> and <u>transitional devices</u> . | Inadequate Language Use, Voice & Style. Demonstrates <i>unclear</i> or <i>incoherent</i> language and <u>word choice</u> , <i>no awareness</i> of <u>audience</u> , and <u>major errors</u> in <u>sentence structure</u> and <u>usage</u> . | Inadequate or no control of Conventions & Mechanics. <i>Errors so severe</i> in <u>grammar</u> , <u>mechanics</u> , <u>punctuation</u> and <u>spelling</u> that they <i>significantly interfere</i> with the communication of the message. |