

**Reading Responses 3 - New Criticism/Close Reading: *To Kill a Mockingbird*,
By Harper Lee Directions Sheet**

Label The Work and The Author for the Batch of Reading Response In Top Margin Along With the Reading Response Page Number.

EX.

To Kill a Mockingbird, by Harper Lee

Pg. 1 of 7

Response #1 : DICTION - Complete 5, two with quotes of your own choosing.

<p>Say Write your quotation, or the actual words of the author from the text.</p>	<p>Mean Paraphrase the text. What is the meaning of the quotation?</p>	<p>Matter What effect do the words have on you, the reader? What do they tell you about the setting, mood, or tone of the novel?</p>
<p>EX. "When enough years had gone by to enable us to look back on them, we sometimes discussed the event-leading to his accident" (3).</p>	<p>EX. Years later, we were able to think back and talk about what happened that caused Jem's injury.</p>	<p>EX. The language is formal and the narrator is telling us that her family didn't talk about the accident when it happened. It sounds serious. The narrator is also telling us about something that happened in the past.</p>
<p>"Being Southerners, it was a source of shame to some members of the family that we had no recorded ancestors on either side of the Battle of Hastings" (4).</p>	<p>Complete on your own...</p>	<p>* Complete on your own...</p>
<p>"People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer" (5).</p>	<p>Complete on your own...</p>	<p>* Complete on your own...</p>
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<p>Complete on your own...</p>	<p>Complete on your own...</p>	<p>* Complete on your own...</p>

*** CONSIDER:** What words does the author choose? Why did the author choose that particular word? What are the connotations of that word choice?

Reading Response 2 - Imagery:

I. Consider:

1. Select a passage of your choice of one to two paragraphs that you feel can be analyzed in-depth to reveal the significance of the author's use of **IMAGERY**.
2. Using parenthesis, cite your passage at the end of your passage by identifying the page number(s) on which the passage appears and the paragraph number ex. (pg. 16, paragraph 2). **NO NEED TO COPY THIS PASSAGE!**

II. Analysis:

What images does the author use? What does he/she focus on in a sensory (sight, touch, taste, smell, etc.) way? Do the kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? *NOTE: Images differ from detail in the degree to which they appeal to the senses.*

III. Apply:

Sketch a picture or some other type of visual representation of the images, or dominant or key image, from the passage of your choice.

Reading Response 3 - Details:

I. Consider:

1. Select a passage of your choice of one to two paragraphs that you feel can be analyzed in-depth to reveal the significance of the author's use of DETAILS.
2. For each passage, copy the passage in your own handwriting exactly as it appears in its printed, published form. Get a feel for the author's style by copying the passage verbatim.
3. Using parenthesis, cite your passage at the end of your passage by identifying the page number(s) on which the passage appears and the paragraph number (ex. (pg. 16, paragraph 2)).
4. Then, go through your hand-written copy of the passage and conduct annotations directly on the passage.

II. Analysis:

What details does the author choose to include? What do they imply? What does the author choose to exclude? What are the connotations of their choice of details? PLEASE NOTE: Details are facts or fact-lets. They differ from images in that they don't have a strong sensory appeal.

Reading Response 4 - Syntax:

I. Consider:

1. Select a passage of your choice of one to two paragraphs that you feel can be analyzed in-depth to reveal the significance of the author's use of **IMAGERY**.
2. Using parenthesis, cite your passage at the end of your passage by identifying the page number(s) on which the passage appears and the paragraph number ex. (pg. 16, paragraph 2). **NO NEED TO COPY THIS PASSAGE!**

II. Analysis:

What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme?

III. Apply:

Translate your passage into poetry form, using the syntax of poetry (think poetry techniques such as enjambment). to best articulate what you believe is the theme, tone, and purpose of the passage.

Rubric

18-20 pts.

Scores in this range represent excellent responses that fully and thoughtfully address the topic. They are well organized pieces of writing, and both make generous and insightful use of the text(s). Both illustrate adept use of language and mastery of mechanics. Both also show an appreciation for literary features, when appropriate. The top score response, however, demonstrates uncommon skill and offers unexpected “a-ha” moments for the reader.

16-17 pts.

These are slightly above average responses, but they may be deficient in the one of these: depth of insight, use of the texts, organization, or awareness of literary features. They are less precise and less sophisticated in terms of style and use of language. These essays may contain minor mechanical errors, but they are generally well-written.

15 pts.

These are slightly below average responses that maintain the general idea of the assignment and that show some sense of organization, but these is weak in content, depth of thought or analysis, language facility, and mechanics. These responses may refer to quotations, but they do not reveal thoughtful use of the texts. These responses may contain mechanical errors that are distracting to the reader.

14 pts.

These responses make an attempt to deal with the topic but demonstrates serious weakness in content, organization, syntax, and mechanics. These essays reveal little to no insight or analysis, and they do not reflect any engagement with the texts. These scores represent unacceptable grades in terms of the standards for the course, but credit is given for some degree of effort.

Less than 14 pts.

Little redeeming quality. They appear to be simply a “get it done” efforts, which reveals little thought, no organization, and no revision. The student completely miss the focus of the assignment