

20 Fun Reading Response Activities for
Fiction and Nonfiction,
Aligned with the Common Core

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COMMON CORE

STATE STANDARDS INITIATIVE

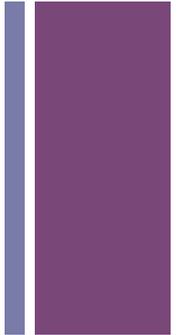
COMMON COREZILLA



DON'T BE AFRAID



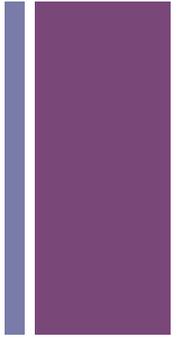
Common Core Anchor Standards



- Looking closely at text
- Drawing inferences from text
- Central ideas / themes
- Purpose, Audience, Tone
- Text complexity
- Craft of the text / words

+

Finally!

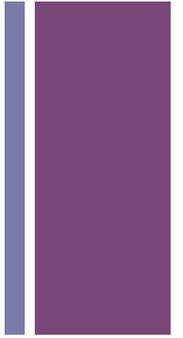


**A set of standards
that is starting
to catch up with what
good teachers
already do.**

+

Some Activities I've
Collected Over the Years
That Work...

And Coincidentally the
Common Core Standards
Recommend these Skills
as Well





Idea: *Reading Responses* (Handout)

Directions for Students

- Write **at least four (4) complete sentences** in your RR.
- Give the **page number, paragraph, or line number** of the part you are responding to.
- Mention which type of RR entry you are using (see below).

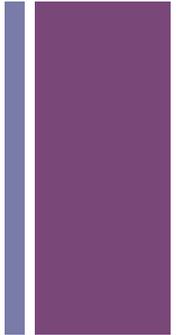
Types of RRs

- Give an Opinion
- Ask a Question
- Make a Connection
- Significant Passage
- Language Recognition
- Cite the Claim
- Interesting Intro



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- Interesting Intro
- Clever Conclusion



+ Student Example of an RR

15 October 2014

Give an opinion

Malala's story is an eye opener. Every morning so many of us complain about waking up to go to school, then complain about tests, then we complain more about the homework being given. It's a cycle of us being ungrateful for our education. We take these tasks for granted and don't have to worry about walking up the stairs to school and being confronted by the Taliban. Malala is a normal teenager in many ways. On page 2 paragraph 5, she explains her relationship with her friend Moniba. They would discuss make up, Justin Bieber, and twilight movies. There are many similarities, but every day when Malala walks throughout the school doors she feels as though she is in her own special world and would never be irritated by all the opportunities given to students in America. I think this is a reminder to us to realize all we have.



Rahul D. to Eng II L2 Period 6

Pg 381 Para 2& 3

Connection

I made a connection with Romeo and Juliet in this paragraph. Romeo goes to see Juliet but she has already "passed" away and was laid to rest in the tomb. I felt like Lancelot finding Guinevere dead is very similar as Romeo also finds Juliet "dead."

Another connection was also made in the following paragraph, Romeo dies soon after he finds Juliet dead. Lancelot also dies soon after he finds Guinevere dead. This shows the similarities between Romeo and Juliet and King Arthur's Story.

Tommy R. to Eng II L2 Period 6

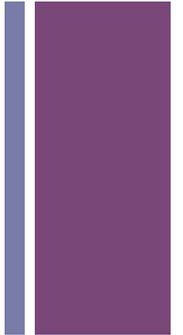
Question: pgs 384-385

How could the Knights of the Round Table be in the cave with King Arthur? I do believe it is King Arthur that the witness saw but I can't wrap my mind around how they could be there with him. After all, the book described and confirmed deaths of almost all the Knights of the Round Table. But, the book did not explicitly describe King Arthur's death, so the reader is not sure if somehow King Arthur could have been immortal. That is why I do not believe the knights in the cave are Knights of the Round Table. It just does not make sense to me.



Types of RRs

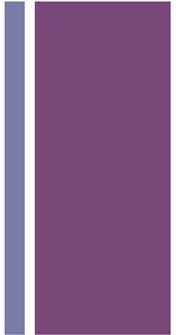
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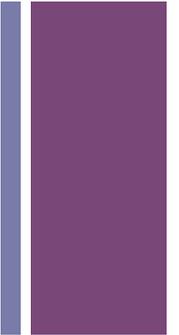
Advanced RRs

- Crossover
(link 2 literary elements)
- Archetype Alert
- Connect Form & Content
- Marxist Criticism
- Feminist Criticism
- Psychoanalytic Criticism
- Cultural Connection
- WW__S? (What Would _____ Say?)
- Doodle RR



+ What then?

- Discussion Springboard
 - Small group / partners
 - Whole class
- Mini Reading Conference with each student
- RR Poster Gallery



work, work, work, and no play

Zach Spangenberg

This quote reminds me of my father. My father is someone that I really look up to and until now I never realized that my father practiced this until I read The Tao of Pooh.

Indeed, sometimes work becomes the main concern.
Nathan Heller

I think it's great that reading this quote made you question who it related to in your life. -Mia

Why no play?

It is very neat that this quote reminded you of your dad.

-Jake Braziano

it's touching that the quote reminds you of your dad.

-Ryan Barron

That's cool that you could see that in your father.

Elisabeth

None?

- It's an admirable trait to look up to.

-Wyle

I like how you related that to your father.

Reminds me of the saying, right? "all work and no play makes the a dull boy."

It's good to be a hard worker but everyone needs to play once in a while.

-Meghan

nice quote. I like how it reminds you of your dad.

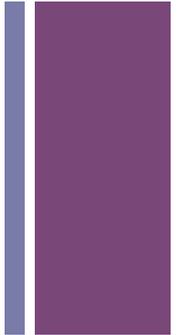
-Ara

I think this is good because it makes people realize that they have to work hard for their goals.

-Taylor Rose

+ What then?

- Discussion Springboard
 - Small group / partners
 - Whole class
- Mini Reading Conference with each student
- RR Poster Gallery
- Online Discussion (Edmodo)





Leona P. to Eng II L2 Period 6

I have a question, don't laugh at me if i sound stupid! On page 53 paragraph # 3, it says that "but before the knights of his court would be seated at the long table in the hall, a great strife broke out between them as to where they should sit." Why does it matter where they sit? Why would they get upset over something that little? Did they want to become closer to something? I'm so confused.



Nicole G. said Sep 17, 2014

Leona, that isn't a stupid question because I was wondering the same thing as I was reading! It says after the part you said, "for they counted it a great honour to be near the head of the table than near the foot." I believe they were upset because the knights felt if they sat near the head of the table they were more honored than if they sat at the foot. They fought because they all wanted to be classified as a more honored knight.

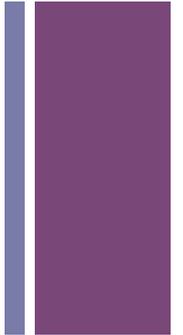


Jovan M. said Sep 17, 2014

Hey Leona that's not a stupid question at all. I see where you and Nicole are coming from and i agree with you both. I mean, like i said in my quote why must everything be a fight. Personally my opinion is, like you said why must you fight about where you sit. At least your able to sit at the "round table". this is complete childish and immature behavior.

+ What then?

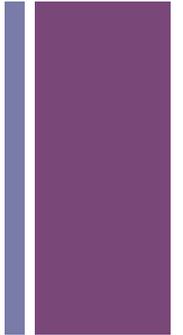
- Discussion Springboard
 - Small group / partners
 - Whole class
- Mini Reading Conference with each student
- RR Poster Gallery
- Online Discussion (Edmodo)
- Question on quiz: What was your best and why?
- Turn an RR into a thesis / paper
- RR Analysis Paper (on handout)
 - Part 1: Analyze RR habits
 - Part 2: Five best RRs and why





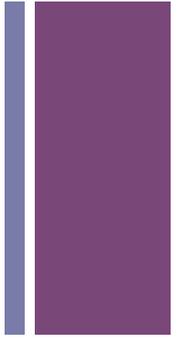
Why Written Reading Responses?

- Students must come up with an original thought—they can't only summarize
- Students must tie the thought to the text
- There are no definitive “right answers”—though responses must be sufficiently supported with text
- More fruitful discussions— student driven
- Low-stakes writing fluency



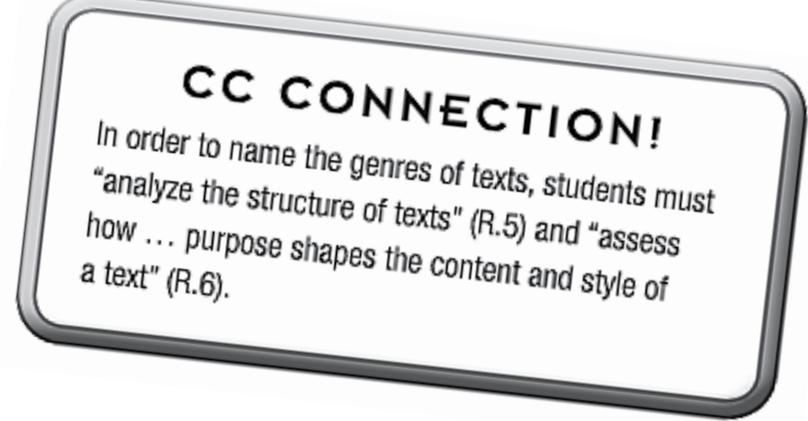
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Most importantly—



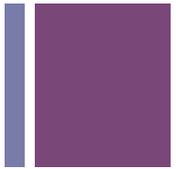
Writing is not merely
a record of thought.
It is an extension of
thought.

+ **Idea:** *Genre Index*



- Have students keep a running list of the titles of texts and their genres.
- Resist telling students a text's genre.
- Teach them to be as specific as possible.

+ Examples of Genres



Fiction

Legend
Myth
Folk Tale
Short Story
Novella
Novel
Historical Fiction
Science Fiction
Children's Book

Poetry

Free Verse Poem
Ode
Ballad
Poetry Sequence
Rhyming Poem
Sonnet
Sestina
Villanelle

Essays

Descriptive
Autobiographical
Process
Classification
Setting Sketch
Character Sketch
Compare/Contrast
Persuasive
Analysis
Research
Reflection/Personal

Drama

One-Act Play
Play
Monologue
Soliloquy
Film
Television Show

Newspaper/ Journal Articles

News Account
Eyewitness Account
Profile
Interview
Book Review
Arts Review

Letters

Thank-You Letter
Letter for Social
Change
Introductory Letter
Business Letter
Letter of Inquiry
Letter of Complaint
Cover Letter

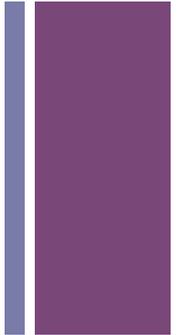
Other

Memo
Directions
Resume
Recipe
Travel Brochure
Parody
Infographic

Other Arts:

Visual/Auditory
Painting
Sculpture
Photograph
Collage
Song

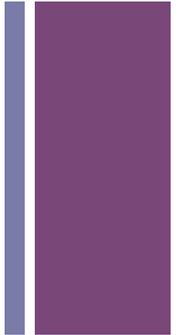
+ Possible Arrangement of a Genre Index



Title	Author	Genre	Audience



Why Attention to Genres?

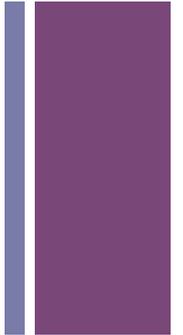


- Get students in the habit of asking themselves, “What is this?” every time they see a text.
- They will have to look at structure, purpose, and even tone.



Idea: *Quote Wall*

- Francis Bacon's notebook: a collection of quotes arranged by theme
- Post signs of themes like "Trust," "Friendship," or "Loss" on different walls of the room
- Throughout the year, have students add quotes from various readings to the walls.
 - HW after reading: Find a quote to put on the wall.
- Extension idea: Personal essay on a particular theme



THE END OF THE LINE
SHOWS COME
THE END OF
LOSSERS

THE INTERESTING PART OF THE
STORY IS NOT THE BATTLE OF
MOUNT BAVA BUT THE
MOUNTAIN OF BAVA

AND EVERY YEAR UPON THE FEAST OF MICHAEL COME HITHER
TO CELEBRATE THE BIRTH OF THE KING

GOD FORGOT THAT EVER I SHOULD
KING OF ALL TIME, HE NO MORE
WAS NOT MADE ME A KNIGHT.

THE FLICKER AND FOR GIVING EXCALIBUR TO THE
KING THE CLEANER AND DANCE SHALL BE
IN THE CASE OF KING ARTHUR

THIS SWORD FROM THIS STONE AND ANVIL IS THE TRUE-BORN KING OF ALL
AND NOW ALL MY JOY IS GONE.
FOR YOU AND LAUNCELOT I LOVED BEST
OF ALL MY KNIGHTS: AND I HAVE LOST YOU BOTH.

MOST NOBLE KING

WE WILL HAVE ARTHUR! BY GOD'S WILL HE IS OUR KING! GOD SAVE KING ARTHUR

ECHO

ECHO CAN BE NO
... LOVE ...

IF YOU CAN
HEAR A CERTAIN WAY, YOU
CAN HEAR ECHO
BECAUSE YOU
HAVE USED YOUR

YOU SHOULD HAVE BEEN ABLE TO SAY SOMETHING ...

FAVORITE OF

NEVER BEEN ABLE TO SPEAK

THAT YOU HAD MET HER

BEAUTIFUL,

WAS SHE

day he stayed there, night after night, never moving, never

... could not have enough of ... HE WILL FALL IN LOVE ... HE KNEW THAT HE

HE WILL FALL IN LOVE
SOMEONE WHO
LOVES HIM
AND HIS LOVE



+ **Idea: *Postcard Home***

Brainstorming Questions:

- Where are you?
- Do you like it? Why or why not?
- (Briefly—1 or 2 sentences) What has happened to you so far?
- What are you struggling with?
- What have you learned so far, about yourself or others?
- What will you do?
- How do you feel about the recipient?





Dear Dad,

Right now we are at Yellowstone National Park. This trip has been very exciting and I have seen many things. We have seen Indian dances and Lake Michigan. Spending time with Gram and Gramps has been very special. Although I am having such a great time I do miss you and Phoebe back home very much. I am very excited to finish mom's road trip journey. I am also very excited to get to mom on her birthday and bring her home so everything would go back to how it used to be and we would all stay happy forever.

Love,
Sal

Above: A postcard from Sal to her dad, from Walk Two Moons (Creech, 1994)

6-10-14

Journal Entry #3

Hi, my name is Percy Jackson. I am a very young teen and have a lot of weight on my shoulders. Here's just a few tasks I have to accomplish.....

- Find grover
- Save Thalia's tree
- make Tyson fit in
- Find magic fleece
- Stop Luke
- Help Clarisse
- Practice swordplay
- Bring down Kronos
- Speak and ask his dad questions
- Talk sense into Luke like Hermes directed.

Well, I have to go now and accomplish as much as I can to make my dad proud.

Idea: Character To-Do List

Students imagine all a character needs to do.

Junior's To-Do List

1. Write thank-you note to Mr. P. (p. 38)
2. Visit Rowdy and try to explain (p. 45)
3. Talk to Penelope. (p. 58)
4. Write down words of wisdom from Grandma (p. 68)
5. Email Mr. Dodge a link to facts about petrified wood. (p. 85)
6. Join National Hitchhiker's Club. (p. 87)
7. Email Mary back - tell her to visit. (p. 99)

Junior's To-Do List (with page numbers) from Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*



Idea: *Character Bucket List*

Brainstorming Questions:

- What is the greatest thing the character could achieve in life?
- Where in the world would the character want to travel?
- What famous people would the character want to meet?
- What is the ultimate expression of the character's talents?
- If the character wrote a book, what would it be about?
- What farfetched experiences could you see the character having?

