

THE ART OF THE RR:
HOW TO GET ADOLESCENTS TO WRITE
CLEAR, MEANINGFUL, CITED
READING RESPONSES

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What is a Reading Response (RR) ?

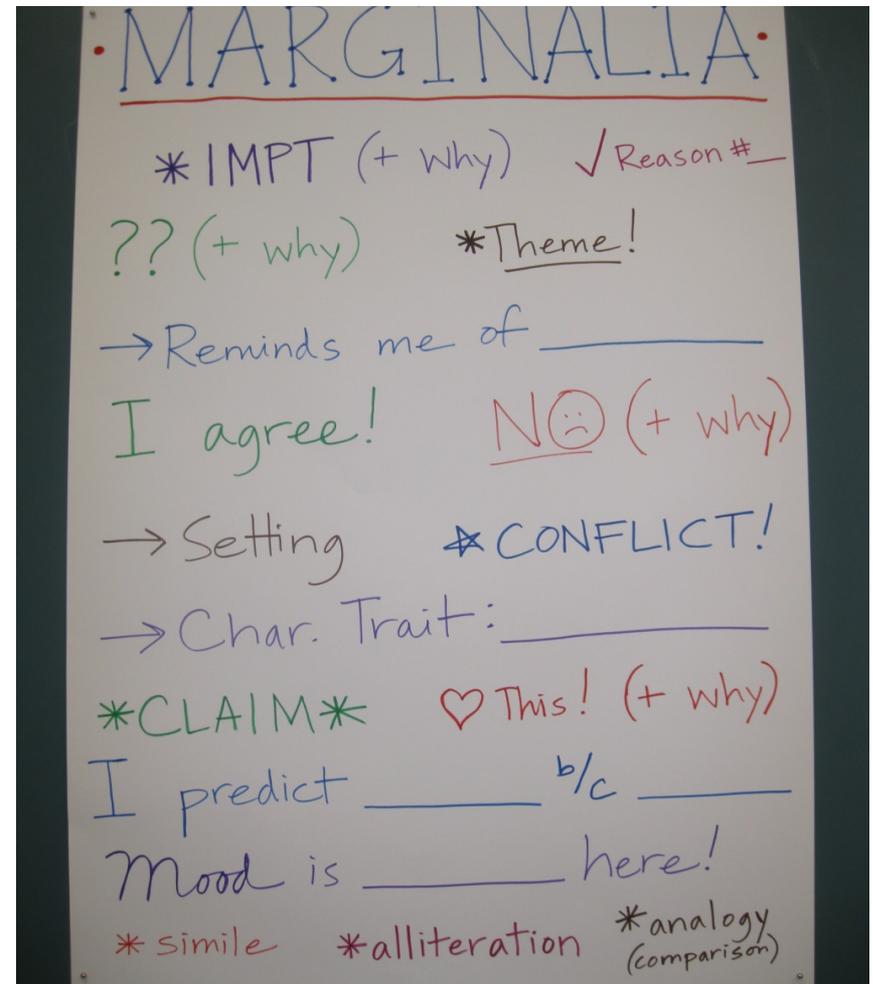
- After reading a text, students must write a response with an original thought
- Minimum number of sentences: four
- Cite a specific spot in the text

(Optional) Step 1: Photocopy and Annotate

- Or, photocopy just 1-2 pages
- Or, use post-its to annotate

CC CONNECTION!

Marking up a text helps students “read closely” and “cite specific textual evidence” (R.1). Depending on a student’s notes, she might recognize themes (R.2), plot development (R.3), word meanings (R.4), text structure (R.5), or point of view (R.6).



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
- Clever Conclusion
- Tell the Tone

Rahul D.

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.

Activity

- Read “Walter George Bruhl” (in packet)
- Annotate
- Write one RR, two if time. Don't forget:
 - Label the RR
 - Write a minimum of 4 sentences
 - Cite a paragraph / line

In Partners

- Each of you share your RR
- Ask your partner at least one question about his/her RR
 - When you share, go to the spot in the text that you cited.
- Together, write a new RR

Be on the lookout...

- Often students will simply summarize
- Push them to have an original thought

How to Grade

- 4 sentences
- Label
- Citation
- Original thought / effort

Advanced RRs (handout: “Semester 2”)

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

CC CONNECTION!

To complete a Reading Response, students must:

- “read closely” and “cite specific textual evidence . . . to support conclusions” (R.1)
- depending on which Reading Response they choose, “determine . . . themes” (R.2) or examine the development of characters or events (R.3).

Activity

- Read “The Story of an Hour” by Kate Chopin.
- Annotate.
- Write an RR— you can choose a basic or advanced RR. You can also invent an RR, as long as you label it.
- Make sure you do not choose the same category as your first RR.

In Groups of 4 - 5

- Each member should share her/his RR. Be sure to direct others to the cited place in the text when it is your turn to share.
- Among yourselves, elect one RR you think should be shared with the class.

What then?

- Discussion Springboard
 - Small group / partners
 - Whole class
- Mini Reading Conference w/ 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.
Nuclear War

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

Why no pay?

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

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

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

None?

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

I like how you related that to your father.

Reminds me of the saying "all work and no play makes one a dull boy."
-Mia

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.
-Ari

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 w/ each student
- RR Poster Gallery
- Online Discussion (Edmodo) / Poll

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.

[Shane C.](#) to [Eng II Honors Period 7](#)

Reading Response 5: Language Recognition

While reading Psalm 19, I came across two similies right next to one another. They are "Who is like a groom coming forth from the chamber, like a hero, eager to run his course" (68). After I read them, I realized the purpose they served in the Psalm. The similies described the sun, and the path it seems to take every day. The ancient Hebrews said the sun traveled every day from one end of heaven to the other. This illustrated how much the sun mattered to these ancient people. The fact that they said the sun was a gift from God and that it was from heaven itself shows how important the sun was to this ancient civilization.

Ethan R. said Oct 3, 2014

When I was reading the Psalms, I also noticed the similes but failed to make the connection to Ancient civilizations. I know the Greeks believed that Helios drove the sun everyday across the sky in a chariot, but I did not know the Ancient Hebrews believed in a similar concept.

Edmodo Poll

The screenshot shows a web browser window with the URL <https://www.edmodo.com/home#/>. The browser's address bar shows several tabs: "Getting Started", "Amazon.com - Online...", "Minecraft", "HP - See What's Hot", and "HP Games". The Edmodo interface includes a search bar with the text "Search posts, groups, users, apps and more...", a notification bell, and a user profile icon labeled "Me".

The main content area displays a poll created by a user named "Me" (with a profile picture of a woman). The poll question is: "Interesting question posed by Shahil and Kyle today: (Answer and tell why in reply for 2 points E.C.) Would you rather be a...". The poll results are shown in a bar chart:

Option	Percentage	Number of Votes
king?	30%	15 vote(s)
griot?	38%	19 vote(s)
soothsayer?	32%	16 vote(s)

Below the chart, it says "Total votes: 50 (Refresh)". The poll was created on Nov 1, 2013, and has 52 replies. Below the poll, there are three replies:

- John M.** · Nov 6, 2013
I would be a king because that way I would hold power over all others. Also I would lead a life of excitement instead of just knowing exciting stories. As well as being the center of attention in the kingdom.
- Sam M.** · Nov 7, 2013
I would rather be a griot. He has worlds of knowledge and memories. Also he gets to be very close to the king and a part of the royal family. While the king gets blamed for the horrible times the griot is left alone. However, during great times the credit goes to the king AND the griot. Therefore the griot gets the most credit for doing the least strenuous job.
- Sean S.** · Dec 20, 2013
Aly: I really do agree with everything that you mentioned throughout your response. I especially enjoyed how you used the term "cliche" to describe that if you don't learn from your past you will repeat it. However, did you ever think that even though that saying is cliche and the majority of people know it, that maybe we ignore it anyway? I feel like its almost as if that saying is so

What then?

- Discussion Springboard
 - Small group / partners
 - Whole class
- Mini Reading Conference w/ each student
- RR Poster Gallery
- Online Discussion (Edmodo) / Poll
- Every two weeks, students type up/hand in one
- Question on quiz: What was your best and why?
- Turn an RR into a thesis / paper
- RR analysis paper (handout)

RR Analysis Paper (see handout)

PART 1:

Self-Analysis: Look again at the original Reading Response (RR) Guidelines. Consider these questions as you analyze yourself as a reader and responder:

- Which kinds of RRs do I gravitate to? Which kinds of RRs do I like the most? Which RRs do I like the least?
- Do I always write the same kind of RR? Or do I write a variety of RRs?
- If I often write one kind of RR, what does that reveal about me?
- Is there a certain kind of RR that I've never tried? Why might this be so?
- Am I mostly summarizing, or is there evidence of my own thoughts in the RRs?
- Am I trying my best when I write RRs? How could I be putting more thought and effort into them?
- As I move to the next semester, what new things could I be thinking about or looking for as I read?

RR Analysis Paper

PART 2:

Your Five Best RRs: Look through your notebook and choose five of your best RRs.

- Retype the RRs. Include text titles and page numbers.
- Underneath each RR, explain why you think it is strong. Be specific and thoughtful!
- Number the RRs and format the page so I can clearly see each RR and your commentary.

Doodle RR (Handout)

- Visual Language
- Left-brainers struggle, and usually draw pictures of the plot
- Give students ideas about how to doodle / infodoodle

Activity

- Read “Elephant in the Dark” by Rumi
- Take some time to do a Doodle RR.
- Be sure to cite part of the Doodle RR, in this case with a stanza number.
- (Variation: Have students additionally label 4 parts of the doodle.)

Part 2: RR Gallery

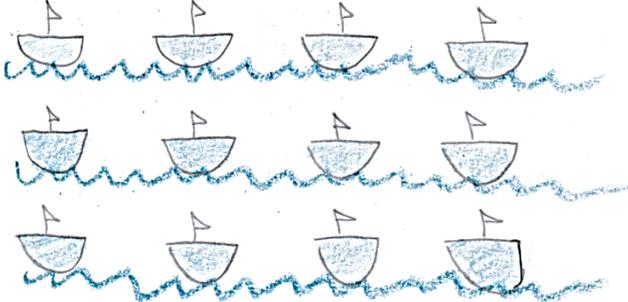
- Tape your page somewhere around the room.
- With a pen or pencil, circulate around the room.
- Read each RR, and then write a meaningful, specific comment or response. Sign your comment.

Doodles as Springboards for Infographics

Ship

Comparison

U.S. Navy: 
283

Achaean Forces: 
1196

 = 100
ships

Student Infographics

RAGE-
METER



"...no word
began falling like
ambrosia, so sweet
that no other man on
Earth could compete
with Odysseus."
Book 3



"...since you can learn
just how much greater
I am than you... from
having to rival
Agamemnon's strength
for strength."
Book 2
Line
216-221



"So Hector,
rushing his guard
fury gave no
account, leaping
his lance
shield against
jutting
wall."
Book 2



"...and so he
in being strong no like
Hector, but the gods
did not look down
and so had to
kill."
Book 2

Odysseus

Agamemnon

Hector

Achilles

Page
number of the gods
3.) Kleos
4. grieving/sorrow
1. honor



Mt. Olympus

Zeus

"Zeus who marshals the thunderheads"

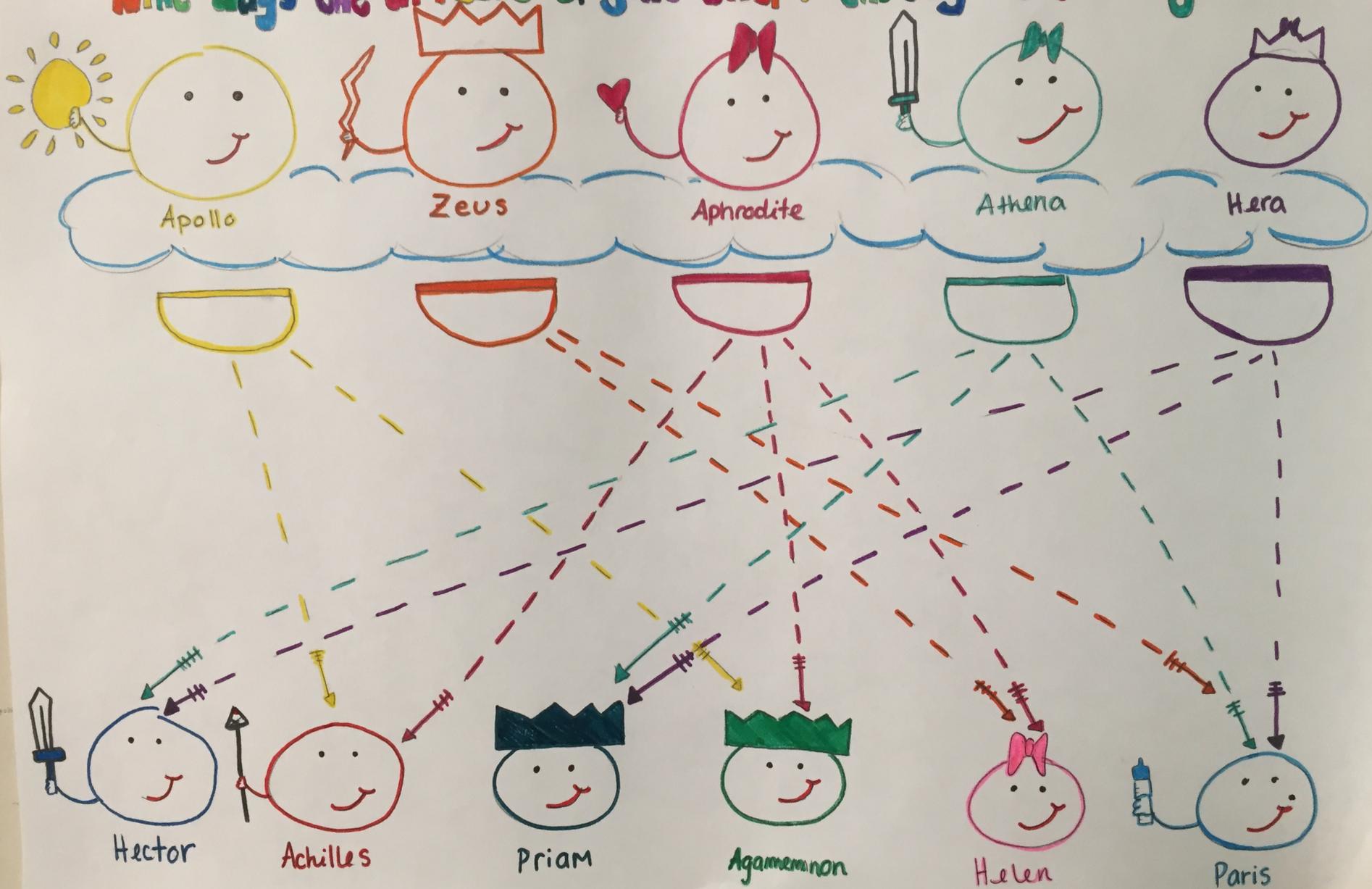
Hera "The white-armed goddess Hera sped her down"
(1. 230)

Athena "Down from the skies I come to check your rage if only you will yield"
(1. 242)

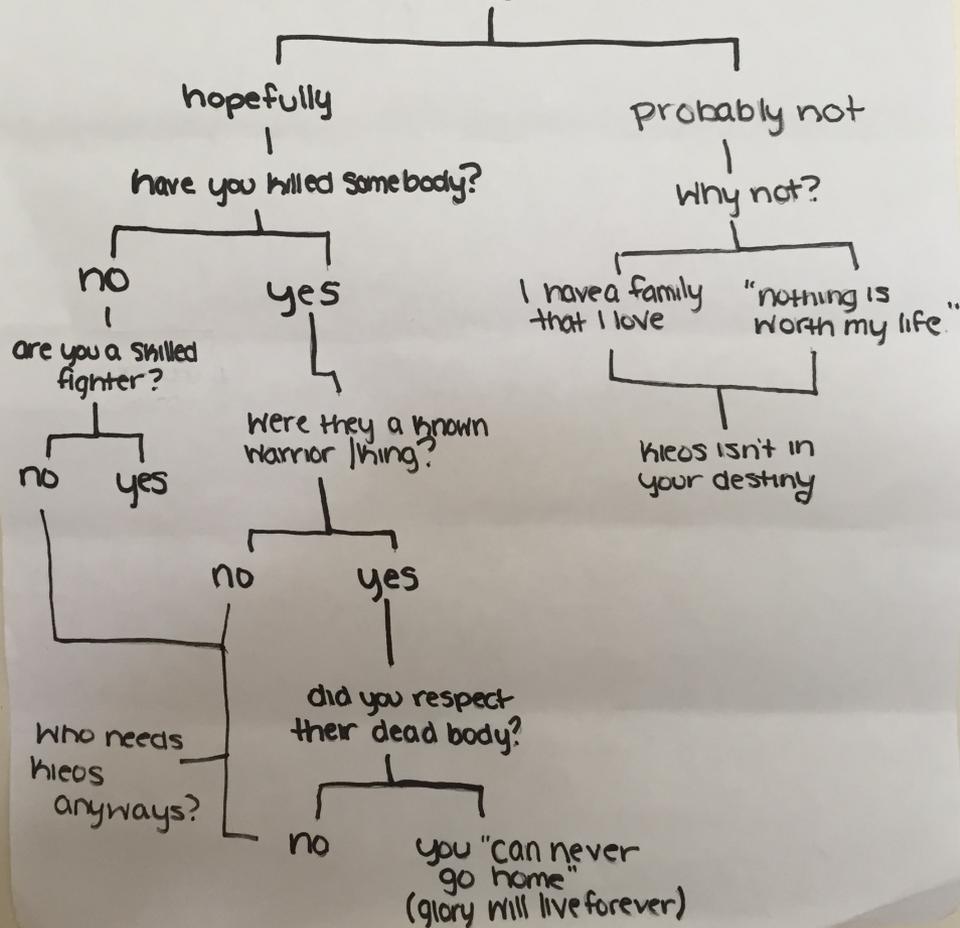
Aphrodite "The goddess glared, and Helen was chilled with terror."
(3. 394)

Apollo

"Nine days the arrows of gods swept through the army"



Will you achieve KIEOS?



KLEOS

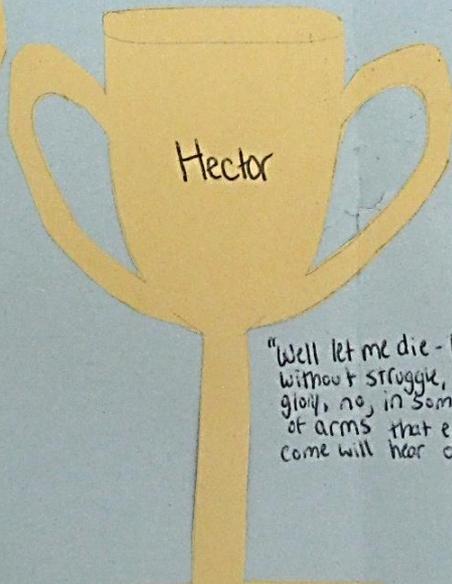
Glory in War
Immortality in Stories

"A warrior dedicates all his efforts to winning honor and glory among his peers and hopes that his fame will last forever..."



"And brilliant Achilles shook his head at the omens, never letting them hurt their sharp spears at Hector - someone might snatch the glory, Achilles come in second!"
-Book 22

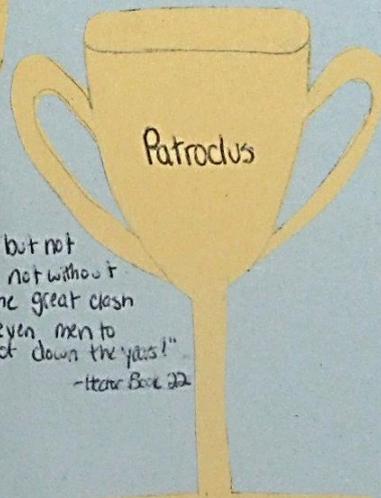
Killed Hector and seized his body
killed many other Trojans
Was a key asset to the Trojan War for the Gods
Was remembered



"Well let me die - but not without struggle, not without glory, no, in some great clash of arms that even men to come will hear of down the years!"
-Hector Book 22

Killed Patroclus
Went to fight Achilles, but lost

"To stand up bravely, always to fight in the front ranks of Trojan soldiers, winning my father great glory, glory for myself."
-Hector Book 6



Took Achilles's place
Fought Hector, but lost



Had to be saved from Menelaos by Aphrodite
Was the cause of the Trojan War

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
- Usually, all the important points in a text are covered

Why Written Reading Responses?

- Writing is an extension of thought– we don't know what we think until we write about it
- Low-stakes writing
- Writing fluency
- At the end of the year, students have whole notebooks full of literary criticism
- K. Gallagher: “It doesn't matter how good the writing standards are if the students aren't writing way more than the teachers can read.” (Twitter, 2013)

Stay in Touch!

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