

Reading Response Tic-Tac-Toe: Text Connections

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Purpose: To provide explicit goals for reading response assignments and choose an assignment that is purposeful to the reading assignment.

Management Tips:

- Provide different types of structured paper for different products, such as script paper with two columns, the first column with a line for the character's name and the second column several lines for what the character says (see below).
- Add Supports and Extensions by placing Word Banks or labels such as Beginning, Middle (problem), and End to guide students in their product. By placing the supports and extensions on the "special project paper" teachers can support students while they are working independently. Usually special "project paper" is kept in file folders on the wall or in a bin and divided into paper with supports and levels of extension to provide more rigor.
- Students are encouraged to practice these reading response assignments many times using different texts and different project paper.

**Script Writing Title:** \_\_\_\_\_

Put actions characters take in (parentheses). For example, (shut the door) or (exits).

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**Comic Strip Title:** \_\_\_\_\_

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**Sample Common Core Standards Addressed: Responding to Literature**

Grade 4 and 5

**11.** Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

**Grade 5**

a. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.

**Grades 6-12**

**11.** Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

Reading Response Tic-Tac-Toe

Complete three in a row to create a Tic-Tac-Toe.

Type of Writing	Inferences based on Text written in a <b>formal essay</b>	Text connections communicated through a <b>graphic novel or comic strip</b>	Creative writing through dialog presented in a <b>script format</b>
Criteria	<ul style="list-style-type: none"> <li>○ References text</li> <li>○ Offers interesting interpretation</li> <li>○ Develops ideas fully with details</li> <li>○ Challenging vocabulary adds interest</li> <li>○ <i>Sentence structure is varied or Illustrations communicate a story</i></li> </ul>		
Text	<p><u>Text to Text</u></p> <p>Describe how today's reading connects to earlier parts of the book.</p>	<p><u>Prediction</u></p> <p>Predict what you think might happen next. Use the examples from the text to support your ideas.</p>	<p><u>New Ending</u></p> <p>Create an alternate ending to the story. Write a conversation between the characters to describe this new ending.</p>
Relationship to you	<p><u>Text to Self</u></p> <p>Explain how today's reading relates to something in your own life (person, place, event, or problem).</p>	<p><u>What I Would Do</u></p> <p>Explain what you would do if you were a character in the book.</p>	<p><u>A Character and Me</u></p> <p>Develop a dialog between yourself and one of the characters from the reading.</p>
Relationship to World	<p><u>Text to World</u></p> <p>Explain how this reading relates to things going on in the world (people, places, events, and problems)</p>	<p><u>Big Idea</u></p> <p>Identify the theme, lesson, or message in this reading. Explain how this theme connects to our world today.</p>	<p><u>Characters Meet</u></p> <p>Think about what might happen if a character from this reading met a character from another story or a person in real life. Write their conversation.</p>