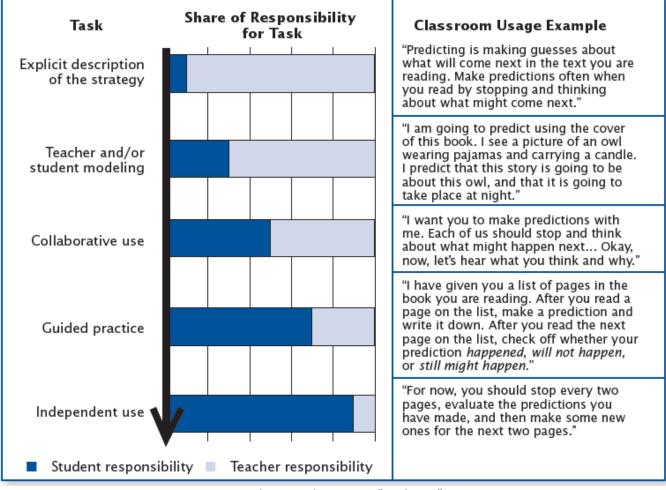
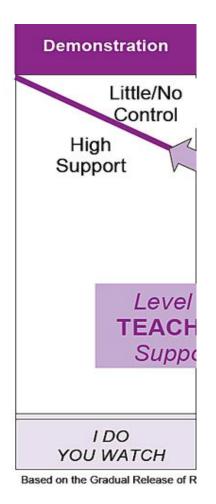
Teaching "Making Connections" using the Gradual Release of Responsibility



Example: Using the strategy "Predicting"



1. **Explain** that good readers make connections when they read – before, during and after reading (or listening, watching) a text.

2. Planning for Think Alouds

- Determine where to stop and demonstrate
- What are the cognitive processes / thinking / statements you will share
- What are common student errors
- Where will students stop and practice cognitive process
- Consider using text coding
- TEXT- to SELF = T/S:
- TEXT-to-TEXT = T/T
- TEXT/WORLD = T/W.

3. Check on Think Aloud traits:

- Use "I" (first person)
- Describe decisions, steps
- Be Concise
- Name/Label what you are doing and why you chose this thinking process

Independent Questioning – after a Running Record

| | Year level | Making Connections (MC) The reader makes connections between the text/illustrations and their own experiences (self, text and/or world) to support meaning from the text. | | | |
|--|---------------|---|--|--|--|
| Examples of questions following a running record with a fiction text | R-2 | In this story you read that(character) did/ said Would you ever do this? Explain why or why not? What is the most important event in this story so far? What makes it the most important? | | | |
| | 3-5 | How does(character/theme) remind you of another (character/theme). Explain using your ideas and examples from the text. What images come to your mind when you think about? How does the text support this? | | | |
| | 6-8 | What feeling does the author create by using the words? Tell why they made you feel this way. Has ever happened to you or someone you know? What would you do in this situation? | | | |
| Examples of questions following a running record with a non- | R-2 | How does this (passage/word/ sentence) connect with what you already know about(topic)? What do you know about this topic now that you didn't know before you read this passage? | | | |
| fiction text | 3-5 | What do you think is important to re-tell or highlight in this text? Explain why this is important with examples from the text and your own ideas. How do the (pictures/charts/labels/italics/bold print) relate to what you already know about this topic? | | | |
| | 6-8 | The author stated "" (opinion/ fact/claim). Do you agree or disagree with this? How can you support this with your own ideas or examples, or examples from other texts? If you were asked to provide an opinion related to (idea/perspective/fact) what examples (text, self, or world) would you use to support your opinion? | | | |

Reading Rubric for Making Connections

| | Needs Improvement | Good | Great! | Marvelous! |
|-------------------------------------|--|--|--|---|
| Preparation | Rarely prepared with connections to share from the assigned reading | Sometimes prepared with connections to share from the assigned reading | Usually prepared with connections to share from the assigned reading | Always prepared with connections to share from the assigned reading |
| Participation & Active Listening | Rarely shares connections from the assigned reading or reactions to others' comments about the book | Sometimes shares connections from the assigned reading or reactions to others' comments about the book | Usually shares connections from the assigned reading or reactions to others' comments about the book | Always shares connections from the assigned reading or reactions to others' comments about the book |
| Explanation of Connections | Rarely explains how connections help to understand the text | Sometimes explains how connections help to understand the text | Usually explains how connections help to understand the text | Always explains how connections help to understand the text |
| Variety of Connections | Rarely makes a variety of connections | Mostly makes one kind of connection | Usually makes a variety of connections | Always makes a variety of connections |

| Making | Level One | Level Two | Level Three | Level Four |
|--------------|------------------|------------------------|----------------------------|-------------------------------|
| Connections | | | | |
| Early Years | Does not make | Talks about what | Relates background | Uses background knowledge |
| | connections with | text reminds them | knowledge/ experience to | to enhance comprehension |
| | the text | of, but cannot | text | and interpretation. Makes |
| | | explain or relate | | text-to-text and text-to-self |
| | | clearly to the text | | connections |
| Primary | Does not make | Talks about what | Relates background | Links background knowledge |
| Years | connections to | text reminds them | knowledge/experience to | and examples from the text to |
| | the text | of, but cannot | text | enhance comprehension |
| | | explain how it | | and/or interpretation |
| | | relates to the text | | |
| Middle Years | Makes no | Makes simple | Relates background | Explains how schema enriches |
| | connections | connections but | knowledge/ experience to | interpretation of text and |
| | between text and | cannot explain | text and expands the | begins to make connections |
| | background | them, or the | interpretations of text by | beyond life experience and |
| | knowledge | connections are | using schema; may discuss | immediate text |
| | | irrelevant to the text | schema related to author, | |
| | | | text structure; | |

| Makes connections of various types: text to self, text to world connecting to one experiences or other works text to text, text to world connections in dentify information in the text to support connections connections and packground knowledge to support connections to make inferences, form opinions, visualize, predict, infer and evaluate Explains how making connections and packground what is read Applies the skills involved and and and and and and and and and an | _ | Criteria | Level 1 | Level 2 | Level 3 | Level 4 |
|--|------------|----------------|--------------------|--------------------------|--------------------------|------------------------|
| connections of various types: text to self, text to text, text to world Can identify important information in the text to support connections Readers can identify relevant background knowledge to support connections to make inferences, predict, inferences, form opinions, visualize, predict, inferende and washing connections helps the reader understanding of the skills involved in making connections on the state of the support text to support text to support to the text to support connections Connections Identifies some important information from the text to support connections Relates some background knowledge/experience to text Relates some background knowledge/experience to text Uses connections Uses connections to make information from the text to support connections Uses connections Uses other thinking skills simplistically, in ways sometimes clearly linked to their connections ways not clearly linked to their connections belight the strategy and how is helps understanding of the strategy and what is read Applies the skills involved in making connections of the strategy and other reader understand of the strategy and what is read Applies the skills with limited effectiveness To the text to tox, demonstrate and identifies significant evidence from the text to support connections Clearly links connections to the logical use of other thinking skills of their connections to the logical use of other thinking skills of their connections of the strategy and the | | | | | | |
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| Text to world Can identify Identifies little important information in formation in the text to support connections Readers can identify relevant background knowledge to support connections Uses connections | | text to self, | or other works | | | are meaningful and |
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