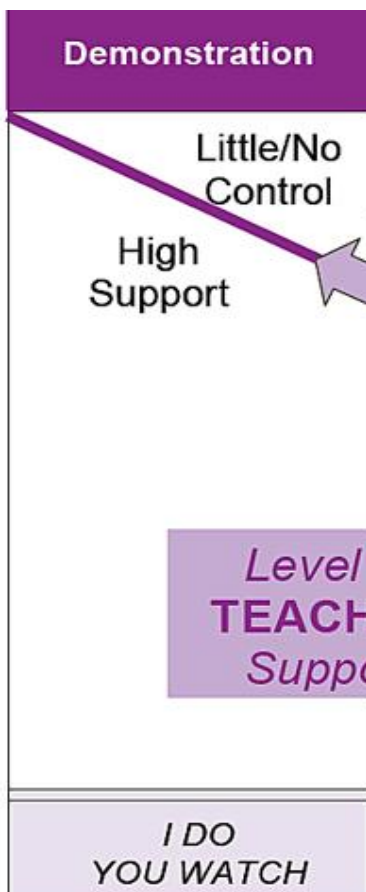


Teaching “Making Connections” using the Gradual Release of Responsibility

Task	Share of Responsibility for Task	Classroom Usage Example
Explicit description of the strategy		“Predicting is making guesses about what will come next in the text you are reading. Make predictions often when you read by stopping and thinking about what might come next.”
Teacher and/or student modeling		“I am going to predict using the cover of this book. I see a picture of an owl wearing pajamas and carrying a candle. I predict that this story is going to be about this owl, and that it is going to take place at night.”
Collaborative use		“I want you to make predictions with me. Each of us should stop and think about what might happen next... Okay, now, let’s hear what you think and why.”
Guided practice		“I have given you a list of pages in the book you are reading. After you read a page on the list, make a prediction and write it down. After you read the next page on the list, check off whether your prediction <i>happened</i> , <i>will not happen</i> , or <i>still might happen</i> .”
Independent use		“For now, you should stop every two pages, evaluate the predictions you have made, and then make some new ones for the next two pages.”

■ Student responsibility ■ Teacher responsibility

Example: Using the strategy “Predicting”



Based on the Gradual Release of R

- 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

	<i>Year level</i>	<i>Making Connections (MC)</i> <i>The reader makes connections between the text/ illustrations and their own experiences (self, text and/or world) to support meaning from the text.</i>
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-fiction text	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?
	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

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

	Criteria	Level 1	Level 2	Level 3	Level 4
<u>Knowledge and Understanding</u>	Makes connections of various types: text to self, text to text, text to world	Has difficulty connecting to own experiences or other works	Makes general or obvious connections	Makes reasonable connections	Makes sophisticated connections that are meaningful and relevant & demonstrate insight
	Can identify important information in the text to support connections	Identifies little important information from the text to support connections	Identifies some important information from the text to support connections	Identifies some important information from the text to support connections	Identifies significant evidence from the text to support connections
	Readers can identify relevant background knowledge to support connections	Relates background information in a limited way	Relates some background knowledge/experience to text	Effectively relates background knowledge/experience to text	Identifies significant evidence from the text to support connections
<u>Thinking</u>	Uses connections to make inferences, form opinions, visualize, predict, infer and evaluate	Uses other thinking skills simplistically, in ways not clearly linked to their connections	Uses other thinking skills simplistically, in ways sometimes clearly linked to their connections	Clearly links connections to the logical use of other thinking skills	Clearly links connections to the complex use of other thinking skills
	Explains how making connections helps the reader understand what is read	Demonstrates a limited understanding of the strategy and how it helps support meaning	Demonstrates some understanding of the strategy	Demonstrates considerable understanding of the strategy	Demonstrates a thorough understanding of the strategy
<u>Application</u>	Applies the skills involved in making connections in other subject areas	Applies the skills with limited effectiveness	Applies the skills with some effectiveness	Applies the skills with considerable effectiveness	Applies the skills with a high degree of effectiveness