Literacy Focus

Making Connections

Good readers make connections with what they are reading. As they read, they think about what the text reminds them of. This thinking – or reminding – is called connecting.

Readers can make connections to:

• **personal experiences** – things that have happened to you before (*text-to-self connections*);
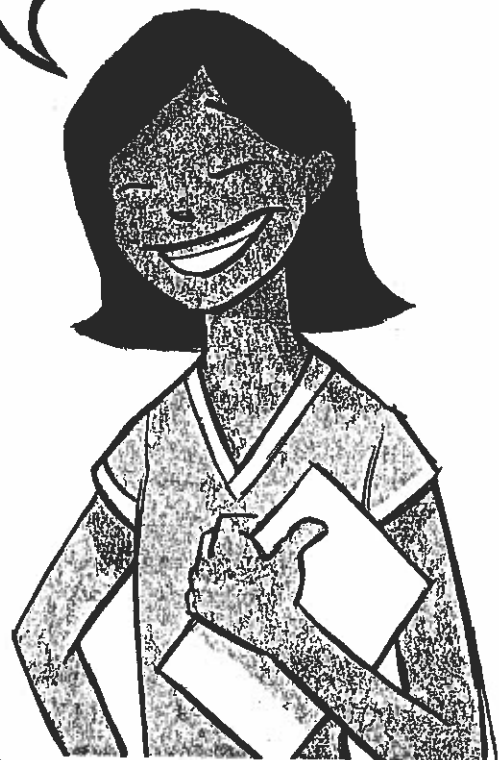
• **other texts** – books or articles you've read or movies you've seen (*text-to-text connections*);

• **background knowledge** – something you already know about the world (*text-to-world connections*).

Only <u>meaningful</u> connections help the reader to better understand the text.

The six key reading strategies are:

Making Connections
Asking Questions
Visualizing
Determining Importance
Making Inferences
Synthesizing/Transforming

Connecting Reading Comprehension Strand Daily Reading Log Assessment

	Strong	Adequate	Beginning to Meet	Needs Work
Documenting Reading Records: *Mechanics and the neatness of the reading time log.*	Mechanics: -all entries have new vocabulary used to shape text -all spelling, capitalization, punctuation and grammar usage is correct -is very neatly handwritten	Mechanics: -entries make sense -most mistakes in spelling, capitalization, punctuation, capitalization and grammar usage are reasonable -all entries are neatly printed	Mechanics: -many errors in spelling, punctuation, capitalization or grammar usage which can interfere with a reader's understanding -some entries are printed neatly and legible	Mechanics: entries are flawed with errors in spelling, punctuation, capitalization or grammar usage -hard to understand meaning -writing is messy -reading logs are poorly organized
Requirements: *Completing each reading log entry with specific details: date, pages read, title of book, prompts completed*	Each entry has: -the date -name of book -pages read -quote pages are documented -all prompts are completed -# of each reading log	Many entries have: -the date -name of book -pages read -quote pages documented -most prompts done completely -# of each reading log	Some entries have: -the date -name of book -pages read -some prompts are done completely -# of each reading log	Many components missing or incomplete: -the date -name of book -pages read -many prompts partially done or incomplete -# of each reading log
Connection: Connection boxes *Explores how text connects to the reader's real life, other text/media or to events of the world. Draws, illustrates, or provides a quote from text. Explains how connections are related with a text response "idea or quote from text" strand prompt.*	Vividly describes ideas created from text by providing detailed illustrations and 3 sentences of explanations of text connections. Provides a quote from text and explains significance of connection in detail. Relates using personal experience, background knowledge and schema. All images have a text box explaining the text-self-world connections.	Provides an example or quote from the text and explains in what this quote reminds the reader of. Gives a 2 sentences explaining connection (self, text, or world) in a sentence. Quote and connection make sense.	Text boxes have pictures or writing that doesn't explain what idea or text is being referred to. The connection leaves a lot of unanswered questions, is vague or lacks detail. -has one simple sentence explaining the connection -no example or quote from the text	Text boxes are blank or has very little information. Ideas, quotes, or connections are weak or non-existent.
Connection: Text Support *Describes and compares connections between Text –to- self, text, world or media.*	Gives thorough explanation (3-5 sentences) of connections and how it relates in detail to: - text to self -text to text -text to world -text to media	-completes 2 sentences telling how connections are similar or remind of other experiences: - text to self -text to text -text to world -text to media	-connections are somewhat forced or have a little meaning or significance. Relationships are weak or are not well explained in detail	-parts are incomplete or provide very little connection, lack any information, or is incomplete

☐ student
☐ teacher