**Connect**

Make 6-8 specific connections to this text*.*

* text-to-text,
* text-to-world, and
* text-to-self connections.

[](http://images.google.com/imgres?imgurl=http://www.regionalchurch.org/Connections.gif&imgrefurl=http://www.regionalchurch.org/connections.htm&usg=__tYl7wQb4hLv_PZ4Hgh0XY2kT-8Y=&h=1220&w=1545&sz=126&hl=en&start=5&zoom=1&itbs=1&tbnid=yOmJ0RBvdrwm6M:&tbnh=118&tbnw=150&prev=/search?q%3Dconnections%26hl%3Den%26gbv%3D2%26biw%3D1259%26bih%3D621%26tbm%3Disch&ei=RqzKTeqqBcOU0QGv9LCYCA)

To-Text To-world

To –self

In one sentence, explain how one of these connections might improve or extend your understanding.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Determining Importance**

Identify five detailed facts or quotes (include page) from the text. Use the ranking ladder to order these facts from least to most important in terms of understanding the text. **Explain your reasoning.**



least important … most important

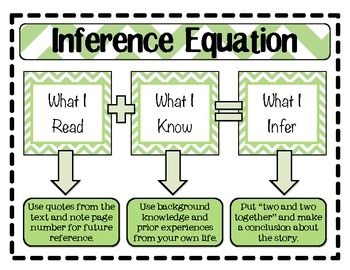
**Predict**



Use the graphic organizer to record detailed predictions about who the target audience would be. OR of what would happen next if the story continued. Quotes require page numbers please.

|  |  |
| --- | --- |
| Prediction of audience: age, gender, location, income/ profession, political leaning, ethnic background, English language proficiency, prior learning | Both prediction types require text/ evidence and explanation of logic. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Inference**



Record three inferences you had to make to fully understand the text.

|  |  |  |
| --- | --- | --- |
| It says | I say | And so… |
| *Quote requires page ( )* |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |

**Summarize:**

**Somebody/ Wanted/ But/ So**



Complete the Somebody/ Wanted/ But/ So graphic organizer to summarize the text. Use your own words.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Somebody*** | ***Wanted*** | | ***But*** | ***So*** | ***So*** |
|  | |  |  |  |
|  | |  |  |  |

**Visualize**

|  |  |
| --- | --- |
| Provide a short quote from the text (include page) | Enhanced the quote by using your imagination and your experiences. \*Include adjectives, metaphors or similes. |
| search-2 | I smell and taste |
| search-1 | I feel/ touch |
| images-1 | I hear |
| images | I see |
| search-3 | Overall, this visualization helps or impacts the reader because |

**Define**



|  |
| --- |
| *Which words do you need to look up before you can understand this? Write a brief definition: AND consider, why did the author pick this word?* |

|  |
| --- |
| Word:  Define: |

Why this word? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Word:  Define: |

Why this word?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

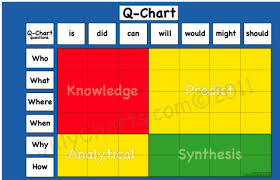
|  |
| --- |
| Word:  Define: |

Why this word? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Word:  Define: |

Why this word? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Question**



Use the Q-Chart to create 3 higher level thinking questions and provide at least 2 different possible answers to make sure it is level 3 or 4.

|  |
| --- |
| Question 1 |
| Answers  -  - |
| Question 2 |
| Answers  -  - |
| Question 3 |
| Answers  -  - |

**\*Synthesize**

****

|  |
| --- |
| Theme |

(**Theme** is a full-sentence, opinion or stance that the author has hidden throughout the story. Avoid clichés, morals, questions or plot when thinking theme.)

|  |  |  |
| --- | --- | --- |
| Example or quote | Example or quote | Example or quote |
|  |  |  |
| Link (explain why the evidence proves your big idea) | Link (explain why the evidence proves your big idea) | Link (explain why the evidence proves your big idea) |
|  |  |  |

**Reading Rubric**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Notes:** | **50-59%**  **(Level 1)** | **60-69%**  **(Level 2)** | **70-79%**  **(Level 3)** | **80-100%**  **(Level 4)** |
| **Knowledge and Understanding** - | | | | |
|  | The student: | | | |
| Organizes and formats as graphic organizer requires | demonstrates limited knowledge of organizing and formatting | demonstrates some knowledge of organizing and formatting | demonstrates considerable knowledge of organizing and formatting | demonstrates thorough knowledge of organizing and formatting |
| **Thinking** - The use of critical and creative thinking skills and/or processes | | | | |
|  | The student: | | | |
| Examples are  1. unique  2. specific  3.appropriate | Provides limited examples. Rarely provides page. | Provides some examples and sometimes provides page number. | Provides considerable examples. And often provides page number. | Provides many different and suitable examples. And always provides page number. |
| Analysis (links) | Examples do not link to main idea. | Examples link to main idea but are not all or full explained by writer. | Examples are mostly linked to main idea. | All examples are all clearly and explicitly linked to main idea. |
| **Communication** - The conveying of meaning through various forms | | | | |
|  | The student: | | | |
| 1. Complete sentences  2. Variety and correct vocabulary  3. Capital letters  4. Apostrophes  5. Commas  6. Spelling | uses conventions of grammar, vocabulary, and spelling terminology with limited effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with some effectiveness | uses conventions of grammar, vocabulary, and spelling terminology with considerable effectiveness | uses conventions of grammar, vocabulary, and spelling with a high degree of effectiveness |

**Attendance Number:\_\_\_\_\_**

**Final Level:\_\_\_\_\_**