**Connect**

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

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



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.**

![MC900434914[1]]()

least important … most important

**Predict**

![MC900434826[1]]()

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 are1. unique2. specific3.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 vocabulary3. Capital letters4. Apostrophes5. Commas6. 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:\_\_\_\_\_**