# DART

## (District Assessment of Reading Team)

# Strategy Booklet

Draft Revision April 2007

# Table of Contents

Strategy Section

Template Section includes...
Main Ideas and Details,  Note-Making,  Making Inferences,  Connections,
Text Features, Word Skills

*Note: Font size/style for templates is Tahoma 12, in order to stay within template frames.*

OVERVIEW

Readers are always making meaning.  The goal of teaching reading is to create readers who read to learn, to enjoy, to wonder, to reflect.  Reading assumes engagement and active participation. Reading is thinking.

Strategic teaching helps readers become more interactive and more thoughtful. Teaching strategies is one of the ways to encourage this.  By teaching a strategy and the thinking behind the strategy, we increase the likelihood that the reader will use these thinking processes when reading independently.  In our teaching we aim to develop readers who use strategies flexibly and purposefully to enhance their comprehension.  Strategic teaching alone will not create more interactive and thoughtful readers.  Actual independent reading is also needed!

We attempt to use strategies an expert reader would use to facilitate their comprehension.

In teaching strategies, we release control to the students in the following stages:
- describe the strategy and why we use it
- model the strategy IN USE
- support guided practice in using the strategy
- encourage independent practice with the strategy

Readers use strategies BEFORE reading a text, DURING the reading of the text, and AFTER the reading of the text.  Teachers choose strategies in the BEFORE stage that will help students connect with text, in the DURING stage to help students interact and make sense of the text, and in the AFTER stage to consolidate their understanding and personalize their response to the text.

Strategy choices for teachers and students are very broad and are made according to the purpose of the reading.  This purpose could be a purpose assigned by the teacher or chosen by the student.  It is important to keep the end in mind when reading.

Explicit teaching of strategies WILL make a difference for student comprehension, and, with practice, will transfer to other kinds of reading.

Strategies, as they are described in this handbook and elsewhere, are a means to an end.  We use strategies to teach e.g. KWL, and we teach strategies to students in order to help them read for understanding.

We do not teach strategies as an end in themselves – i.e., when teaching students how to make connections as they read it is important to emphasize that this is what good readers do; they think about their connections as they read in order to better understand what they are reading.  Making connections simply to practice making connections is not going to promote increased understanding in reading.

As students become more effective readers, the strategies they are learning through classroom instruction should be readily transferring into their independent reading.  This focus on strategic instruction helps students learn HOW to read for increased understanding and HOW to recognize and monitor when their comprehension breaks down.  It gives them the roadmap for reading for meaning, rather than simply a focus on constructing the meaning of a particular text.

*Please Note:*
As a cautionary note, the strategies in this handbook are a sampling of strategies used by teachers to support the development of effective readers with ALL kinds of texts.  We discourage the sorting of texts according to the kind of strategy to be used in teaching the text.  It is the *purpose* of reading, the *background knowledge* of the reader, and the *strategies that the reader can already use* that will determine the different strategies used to support the making of meaning.
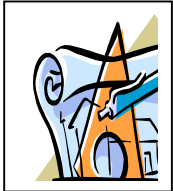
# Metacognitive Behaviours
# of Effective and Ineffective Reading

Created by Rothstein & Schnellert    Source: *Strategic Learning in the Content Areas*

| Effective Readers | Ineffective Readers |
|---|---|
| **Before** Reading | |
| ❖ Activate Prior knowledge <br> ❖ Understand tasks and set purposes <br> ❖ Choose appropriate strategies | ❖ Start reading without preparation <br> ❖ Read without knowing why <br> ❖ Read without considering how to approach the material |
| **During** Reading | |
| ❖ Focus attention <br> ❖ Monitor their comprehension by: <br>    o   knowing comprehension is  occurring <br>    o   knowing what is being understood <br> ❖ Anticipate and predict <br> ❖ Use fix-up strategies when not understanding <br> ❖ Analyze the context order to understand new terms <br> ❖ Use text structure to assist comprehension <br> ❖ Organize and integrate new information | ❖ Are easily distracted <br> ❖ Unaware that they do not understand <br><br><br> ❖ Read to get finished <br> ❖ Do not know what to do if they don't understand <br> ❖ Do not recognize important vocabulary <br> ❖ Do not see organization <br> ❖ Add on, rather than integrate new information |
| **After** Reading | |
| ❖ Reflect on what was read <br> ❖ Summarize major ideas <br> ❖ See additional information from outside sources <br> ❖ Feel success is a result of effort | ❖ Stop reading and thinking <br><br><br> ❖ Feel success is a result of luck |

# Reading Comprehension Activities

As linked to the Prescribed Learning Outcomes and to the Performance Indicators outlined on the B.C. Performance Standards/Rating Scales for Student Achievement.

1. **Note taking and details –** locate and interpret details to gather information and build understanding.

2. **Reading graphics** – graphs, pictures, maps (gr. 3 often orally). Interpret details in graphic representations.

3. **Reading between the lines/inference** - presenting info in different ways, elaborating, extending, connecting, comparing, showing relationships among ideas. Use information read in a variety of written or graphic forms, including written notes and charts.

4. **Reading beyond the lines** – personal connections and reasoning. Make explicit connections between themes, characters, events etc.

5. **Metacognition** – strategies used to deal with challenging text. Use appropriate strategies for reading according to their purpose, difficulty of text. (When you come to a part of your reading that is hard, how do you help yourself?)

Adapted from *DART Reading Assessment*, Faye Brownlie, 2004

# Reading Comprehension Strategies

"Proficient readers know when they are comprehending and when they are not comprehending; they can identify their purposes for reading and identify the demands placed on them by a particular text. They can identify when and why the meaning of the text is unclear to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding of a text." (Duffy et al. 1987; Paris, Cross, and Lipson, 1984).

As a reader is metacognitive, he or she frequently uses the following cognitive strategies:

**Schema** – activating relevant, prior knowledge before, during, and after reading text.

**Determining main idea/identifying important details** - determining the most important ideas and themes in a text.

**Inferring -** draw conclusions, make critical judgments, form interpretations, make predictions or form new ideas.

**Asking Questions** - of themselves, the authors, and the texts they read to clarify and to focus their reading.

**Synthesizing Information** – retell or attend to the most important information to better understand what has been read.

**Mental Images** – creating visual and other sensory images from text during and after reading to deepen understanding.

Source: Ellin Oliver Keene, Susan Zimmermann. 1997. *Mosaic of Thought Teaching Comprehension in a Reader's Workshop.*

# Gradual Release of Responsibility Model for Teaching Reading Strategies

## Teacher Modeling/Think Aloud:

- "I will do it"; "You watch."
- The teacher explains the strategy
- The teacher shares his/her thinking out loud while modeling the strategy.

## Guided Practice:

- "Give it a try"; "We'll do this together."
- Teacher provides:
    - clear, step-by-step directions
    - structures the task in chunks
    - support for risk-taking, values effort
    - prompts and cues, verbally and visually
    - specific feedback
    - metacognitive questions to encourage thinking about thinking
    - opportunities for students to share their thinking processes with their peers during paired reading and small and large group discussions
- Monitors student's level of independence in order to gradually release support.

## Independent Practice:

- "You do it"; "I'll watch."
- Students begin to take responsibility for using the strategy independently
- The students continue to receive regular feedback from the teacher and other students.

## Application:

- "You do it"
- Students apply a clearly understood strategy to a new genre or format
- Students demonstrate the effective use of a strategy in a variety of text.

Source:    Tierney and Readance and Dishner, 2000, 5th ed. - Reading Strategies and Practices:  a compendium.

# Main Ideas and Details

*Why distinguish between main ideas and details?*

- to summarize what we have been reading

- to avoid having to recall or retell everything that has been read

- to store information more easily for future use as a network of ideas

- to understand the relationship between details and the main ideas that they illustrate

*Considerations*

- not all readers need to agree on the same main idea, but all readers should be able to support their main idea, with relevant details from the text

- main ideas may change depending on the purpose for reading

# If *Main Ideas and Details* are your focus then try. . .

**Rationale**

• Create mental and other sensory images from text during and after reading to deepen understanding.

• Determine the most important ideas and themes in a text.

**Points to Consider**

• Direct modeling of this strategy is important before guided practice.

# Think Aloud, Draw and Label

## Materials Needed:
• A piece of text that includes descriptive detail.  (Animals, settings, character journeys, etc.)

## Steps:

1. Read through chosen text encouraging students to note detail in description.

2. Read same text again: on chart teacher draws and labels (e.g. animal) from details in reading.  (Teacher models)

3. Repeat task with a different text similar to the first (e.g. another animal).  Students complete their drawing as teacher completes a drawing on chart. Ask students to provide their ideas orally.  Add their ideas to the chart. (Guided Practice)

4. Repeat task with a different text similar to the first.  Students complete their drawing without teacher model (Independent Practice)

5. Prove students the opportunity to apply this strategy to demonstrate their understanding of main idea and identifying important details with different text or to conduct independent research.  (Application)

# If ***Main Ideas and Details***
## are your focus then try. . .

# 5 - 3 - 1

## Materials Needed:
- Student copies of "5-3-1", strategy template

## Steps:

1. Individually jot down five key words that come to mind when you think about the topic we have been studying.

2. Share your words with a small group. From all the words shared, the group chooses three which they think are the most important.

3. Now, as a group, choose one word which best captures your thinking about this topic. It may be one of your three words or a different word entirely that subsumes the three words.

4. What and Why. Be ready to share your choice and explain how you chose it.

5. Students can now write for 3-5 minutes in defense of their word choice.

# 5-3-1 Strategy

## On your own, write down Five Words:

## Personal Free Write

## Our Three Words are:

## Our Group Word is:

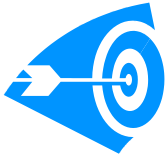## Our Thinking on Why We Chose This Word:

# If *Main Ideas and Details* are your focus then try...

## Rationale

- To support learners in using strategies that help determine importance in text.

- to avoid having to recall or retell everything that has been read

- to understand the relationship between details and the main ideas that they illustrate

- to store information more easily for future use as a network of ideas

# Magnet Words

From Faye Brownlie workshop November 2005

## Materials Needed:

- Class set of photocopied non-fiction text for students – 1-2 pages in length
- Same text on transparency for teacher use
- Overhead and non-permanent transparency pen
- Note cards – several per partner group

## Steps:

Whole Class:

- Using the overhead transparency, read the first paragraph aloud with students. Ask them for one word which is important to the paragraph – a 'magnet' word to which all other ideas might be attracted.
- Record the magnet word in the middle of a rectangle, as if writing on a note-card. This word may actually appear in the text or may be inferred from the text.
- Add supporting ideas from the paragraph to attach to the magnet word. Ask them to explain why they are attaching the ideas to the magnet word. (Students may have differing notions as to what the magnet word should be. If necessary model several of the ideas.)

Partner Practice:

- Students repeat the same process with the next paragraph, choosing a magnet work and attaching related ideas.
- Ask them to look over all the ideas attached to the magnet word for the 2nd paragraph. Put a star beside the 3-5 ideas which were the most important or powerful. Have students share some of these and explain why they chose them as most important.
- Hand out more note cards to partners or individuals. Give fewer cards than remaining paragraphs to encourage 'chunking' of the text. (If students really need more cards, they need to justify this to you.)
- Summarizing:  Ask students to order their note cards in the way that makes sense to them.  Take the first card and make it into 1 sentence, containing the magnet word and all the other ideas which are most important. (This may mean that students again need to star the important ideas and to discard others.) Continue on to work with the ideas on all the cards.
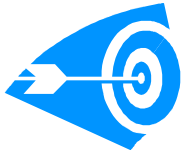
# If **Main Ideas and Details** are your focus then try. . .

## Rationale

• The oral practice of negotiating ideas helps deepen learning.

• Determining important ideas and events requires in-depth knowledge of a topic.

## Points to Consider

• Changing the colour of the paper with each negotiation enables teachers and students to more easily track the shifts in thinking – to see whose ideas have changed and whose have not.

# *Collaborative Summaries*

Adapted from Brownlie and Close, 1992

## Materials Needed:
- nine blank sheets of paper (3 sheets x 3 different colours), felts

## Steps:

1. Students are each given 3 pieces of paper. Individually, students write down the three most important ideas they learned in the text, topic, or theme.

2. Students meet in partners and compare their three most important ideas. Student pairs are given three new pieces of paper. Students negotiate with their partner for three important ideas they both agree on.

3. Partners move to groups of 4. Students again negotiate their three important ideas and come to agreement on three important ideas. These group ideas are written down on three new pieces of paper.

4. Students should be prepared to speak for 1 minute about any one of their important ideas. This can be rehearsed as a team.

5. Students can write three paragraphs, each paragraph explaining one of their important ideas. (3-5 minutes per paragraph should be lots of time)

# Note-Making

*Why make notes?*

- informational text tends to be dense
- encourages the reader to slow down and interact with the text
- acknowledges that we cannot memorize everything we read or vast amounts of information
- allows reference to the text without rereading
- as a study guide

*Kinds of Notes*

- webs, mind maps, concept maps, semantic maps, clusters
- traditional, linear outlines, lists
- labeled diagrams or sketches
- 2 and 3 column notes, Cornell notes, double entry journals
- vocabulary notes
- marking the text

*Considerations*

- style of note-making should match the purpose for reading and the style preference of the reader
- frequently, less is more
- usually connected to main ideas and details

# If *Note-making* is your focus then try . . .

## Rationale

- To support learners in using strategies that help determine importance in text.

- Determining importance is a skill that is crucial to understanding informational text, as well as effective note-taking.

## Points to Consider

- This strategy can be repeated many times, focusing on different guidelines for determining importance and in various genres of text.

- 'Think alouds' are an effective way to make thinking processes during reading explicit.

# Think-Aloud

Adapted from Harvey and Goudvis (2002) Strategies that Work

## Materials Needed:
- Class set of photocopied non-fiction text for students
- Same text on transparency for teacher use
- Overhead and non-permanent transparency pen

## Steps:

**1. Think aloud**  As you read the text on the overhead aloud, pause frequently and 'think aloud' about why you have decided that particular parts are important to note, then highlight/underline them as you go.  In this way, you can explicitly model determining importance, referring to guidelines that apply to your selected piece of text.  (See guidelines below.)  (Note: Remember to refer back to the purpose for taking notes when modeling.  Example: "Today, as I am reading, I am going to highlight what is important about agriculture in Egypt because that is the focus for our Social Studies lesson today.")

### *Guidelines for determining what is important in text*
- *Look carefully at the first and last line of each paragraph.  Important information is often contained there.*
- *Highlight only necessary words and phrases, not entire sentences.*
- *Don't get thrown by interesting details.  Although they are fascinating, they often obscure important information.*
- *Make notes (use post-it notes) in the margin to emphasize a pertinent highlighted word or phrase.*
- *Note cue words.  They are almost always followed by important information. (because, therefore, however, similarly, due to…)*
- *Pay attention to the vast array of non-fiction features that signal importance.*
- *Pay attention to surprising information.  It might mean you are learning something new.*
- *When finished, check to see that no more than half the paragraph is highlighted.  As readers become more adept, one-third of the paragraph is a good measure for highlighting.  Aim for even less!*

**(Harvey & Goudvis. (2000). <u>Strategies that Work</u>. Stenhouse, p. 120)**

### 2.  Practice
- Have pairs of students continue to read the same piece of text and highlight important information using the guidelines that were modelled in the 'think aloud'.
- Have them share their work with the whole class afterwards.  Encourage them to justify/explain why they chose particular parts to highlight.

If **Note-making** is your focus then try. . .

# Double Entry Journal (DEJ)

## Materials Needed:

## Steps:

• Introduce the types of Double Entry Journal Responses one at a time.

   Examples of Double Entry Journal Responses:
   What happened            - My thinking

   Two events                 - My thinking about these events

   Quotation from the text    - My Interpretation/thinking of the
                                meaning of this quote

1. At the beginning of each lesson, demonstrate an example of a Double Entry Journal Response. You can use a novel that all students are currently listening to or reading, a poem, a news article or a short story.

2. After all three types of Double Entry Journals have been introduced and practiced, let the students choose an entry they will use when responding.

3. Occasionally, a student will need to be encouraged to try a different Entry Type as some like to describe only what has been happening.

# Making Inferences

*Why make inferences?*

- key to understanding text in a non-rote way
- prior knowledge and experience are used to make new meaning
- require interaction and engagement on the part of the reader
- authors frequently make implications without direct statements
- cannot really understand without making an inference
- using the information provided by the author to create a personal understanding
- allows the reader to develop an answer to a question they may have about the text, to speculate about the text, to develop a theory or an interpretation

*Considerations*

- children of all ages make inferences in reading
- require specific text support
- may be viewed by some cultures as secondary to literal understanding
- can be taught and learned
- many texts cannot be fully understood without making inferences

# If *Inference* is your focus then try. . .

## Rationale

- To support learners in making inferences and connections as they read.

- To encourage learners to use their background knowledge and text evidence to make predictions and draw conclusions

## Points to Consider

- Create an anchor chart with the code: BK + text =Inference.

- Wordless books are a good source as well as picture books with more text for older students.

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# Using Text Features to Infer

From Debbie Miller (2002) Reading With Meaning and www.readinglady.com

## Materials Needed:

- Picture books that have minimal text and opportunities to make predictions and conclusions from the illustrations. (Eg. <u>No David</u>, or <u>Alice the Fairy</u> by David Shannon, <u>Don't Let the Pigeon Drive the</u> <u>Bus,</u> or <u>Knufflebunny</u> by Mo Willem).
- Chart paper with one column with "Picture or evidence from Text" and the second column "Inference".

## Steps:

<u>Background</u>: Explain that authors do not always tell you the whole story in words. They rely on you to read between the lines, or read what's "between your ears in your head" based on your background knowledge (schema) and information from the book. This is called inferring.

1. Model how to infer from the cover of a book by thinking out loud. (e.g., In <u>No David</u>, point to the fish bowl that is tipping and say that you are inferring that this will fall off the table, you have seen this happen before with other tipping things. Write, "Picture: table is tipping. On the infer column write "the bowl will fall.)

2. Turn to the title page and point to the woman with her hands on her hips. Ask the children what they can infer from this picture, reminding them that inferences are ideas that are probably true based on the information you have.

3. Give the students opportunity to practice by turning and talking through out the story. Read the story again and check the inferences that were confirmed and put a question mark by those that were not resolved.

4. After repeated practice, have students make inferences on their own, gradually increasing the text difficulty. Move from recording on a chart to a two column journal.

# If *Inference* is your focus then try. . .

## Rationale

• Inferring is critical to the comprehension of the text.

• Effective readers make inferences by merging their own thinking and background knowledge with what they read.

• Sharing inferences provides support for students

## Points to Consider

• Work with both fiction and non-fiction.

# Clues
### Adapted from Ron Jobe: Info-Kids

## Materials Needed:
• Short passage of fiction or nonfiction.

## Steps:

1. Ask:  What do we mean by 'clues' ? These are messages that the author wants us to figure out from what is in the text, in combination with our own background knowledge. They are like the hints that build up in a mystery story.

2. Working in pairs or small groups, students read a chart paragraph and brainstorm information that is not stated, but is what they can figure out (infer) from the text and from their own knowledge.

    e.g. from Earthquake Alert by Shilpa Mehta-Jones:
    "The places where plates meet is called boundaries. At some boundaries, plates move easily past one another. At other boundaries, plates collide and scrunch up to form mountains or volcanoes."

    Some inferences may be:
    - in some places in the world, there is more movement and therefore more volcanoes
    - the movement of the plates can also cause earthquakes

3. List inferences on the board.

# If *Inference* is your focus then try. . .

## Rationale

• This focus on one specific fact or on specific facts makes inferential thinking easier for many students.

• 'So What?' is a phrase that sparks inferential thinking

## Points to Consider

• Beginning with a facial expression or a short skit enables all students to recognize their ability make inferences.

• Much of 'So What' thinking requires making the implicit, explicit.

## What!  So What?   Then What?

Adapted from Harvey and Goudvis, Strategies That Work (2002)

## Materials Needed:

- • Overhead transparency of the template
- • Copy of the template for each student

## Steps:

1. Model the process with the students using the overhead.  It is useful to model first with a picture, then with a piece of written text.

2. Have students begin their template working with a partner for practice.

3. Using a different piece of text or on another day, individually, students record specific facts from the text (written, graphic or pictorial) in the 'What' column.

4. Beside each fact, students write their interpretation of that fact, the 'So What'.  This is often what the relevance of the fact is or their inference about the fact.

5. In the 3rd column, 'Now What?' students write a prediction based on the fact, an implication or a question for further study.

# What! So What? Then What?

| What! | So What? | Then What? |
| --- | --- | --- |
|  |  |  |

# If *Inference* is your focus then try. . .

## Rationale

- To support learners in making inferences and connections as they read.

- Asking questions helps propel readers into deeper understanding of text.

## Points to Consider

- This is a strategy designed to promote interaction with text. Only Think and Search questions will lead to inferences.

- Structured conversations provide practice in thoughtful deliberation of text

## Question-Answer Relationship (QAR) Activity
Adapted from Raphael. (1986) Teaching Question - Answer Relationships Revisited

## Materials Needed:
- Engaging, short piece of non-fiction text
- Handout of QAR chart (attached) or students can copy this chart into their notebooks

## Steps:

Background: QAR illustrates for students that there are different types of questions and possible places for finding answers to these questions from non-fiction text. It focuses on 3 types of questions: 'Right There' (literally stated in the text), 'Think and Search' (suggested or implied by the text), and Beyond the Text' (formed by reference to the reader's background knowledge, personal experience, the text, and further inquiry).

1. Assign students to small groups (3 students). As students are reading the selection of non-fiction text, have them work together to generate 2 questions for each of the QAR categories.
2. Once each group has generated the 6 questions, pose some of these questions to the class, and work collaboratively to answer.
3. Have the students consider the kind of thinking necessary to answer each type of question.

Follow-up: Continue to have the students work individually using the QAR chart with non-fiction text. Then, students meet with a partner to review and discuss their questions.

This type of activity may also be suggested as one of the options for them to use in demonstrating their thought processes when reading non-fiction text.

# Connections

*Why make connections when reading?*

- access what we already know or have experienced about the content
- to create a mental framework on which to hang new learning
- to increase interest and engagement in what we are about to read

*Kinds of connections*

- text to self
    - o What do I already know about this?
    - o Have I experienced anything like this?
    - o Does this remind me of anything in my own experience?

- text to text
    - o Have I read or viewed (movies, videos…) anything like this before?
    - o Is what I am reading now in this text, connected to what I read previously?

- text to world
    - o Does this remind me of other world events or situations?
    - o Does this link to other general knowledge I have about the world or human experience?

# If **Connections** are your focus then try. . .

•Visual is a springboard for language and thinking.

•Enhances visual learning by focusing on images as a source of information.

**Points to Consider**

•Use images or picture books with minimal print text.

•Can use with a wide variety of themes and mediums (watercolour, sketch collage)

•Effective pre-reading strategy for <u>all</u> learners.

## Reading the Pictures

### Materials Needed:
- •Variety of images or picture books
- •'Reading the Pictures' template

### Steps:

1. Explain the purpose of the strategy.

2. With the class, model using the "Reading the Pictures' template.  Model your thinking as you fill in the template.

3. Have students work in partners with anew picture and follow the template.  As they work, on Image 1 enter the name of the book or picture or page number, describe the picture, make connections and question.

4. Share their connections with the class or with another pair.

5. After partner practice, students can complete the template independently for Image 2.

# If ***Connections*** are your focus then try. . .

### Rationale

- Effective readers make logical connections between new information and prior knowledge and beliefs.

- Connections can enable a deeper understanding of text.

- Students need to be able to recognize the difference between connections that help them understand the text and those that do not.

### Points to Consider

- Change and adapt the criteria as students become more skilled at making powerful connections.

## Materials Needed:

- Picture book to read aloud.
- Chart Paper or overhead projector.

## Steps:

1. Introduce the activity:  "Today when I am reading aloud to you I am going to record your connections on our chart paper.  Afterwards we are going to talk about them and figure out which kinds of connections help us to understand the text."

2. Read a picture book to students inviting them to share their connections at several points throughout the reading.

3. Record their connections.

4. Next, go through the connections one by one.  Together discuss if and how each connection might deepen their understanding of the text.  Put a "1" beside each connection that helped the students to understand the text and a "2" beside each connection that did not help.

5. Together, identify characteristics of the connections that helped deepen understanding.  Develop and list criteria for powerful connections through this process.

6. Another day, using the criteria developed from the previous lesson, repeat the lesson creating powerful connections with a different picture book.

7. Using whole group, small group or partners share connections that deepen understanding.  Discuss with whole class.  Check connections to the criteria for powerful connections.

8. Another day, after several opportunities with guided practice, invite the students to create powerful connections to their own reading using the criteria.

# If ***Connections*** are your focus then try. . .

## Rationale

- Effective readers can provide some analysis and explanation of their connections.

- Effective readers question or evaluate new information in a selection in terms of prior knowledge.

- Other peoples' connections can deepen our understanding of text if the explanations are clear.

## Points to Consider

- To support this lesson develop a Concept Attainment Task comparing connections with strong explanations and those with vague explanations.

- Concept Attainment see Barrie Bennett, (2001) Beyond Monet.

# Illuminating Your Connections
### Adapted from Sharon Jeroski et al, (2006) Trios Teacher's Guide

## Materials Needed:

- Template for Illuminating Your Connections on chart paper.
- Individual templates for students.
- Picture book or other shared text.

## Steps:

1. With the whole class model using the template for Illuminating Your Connections.  Read the shared text out loud.  At appropriate intervals record your connections on the chart template.  Create a couple of powerful connections with a stronger explanations (because column) and a couple of weaker connection with vague explanations.

2. Spend time talking with the students about the 'because column' for your connection.  Be sure to explore with the students which of your connection deepened the understanding of the text.

3. Read the same text again, elicit connections from the students.  Discuss explanations provided by the students.  Highlight connections with strong explanations.

4. Another day, using a different text, repeat step 3 in a whole group, small group or partners share connections with strong explanations.

5. After several opportunities with guided practice, invite the students to use the template independently.