

# Connections

- what reader does when connecting one part of text to another part
- when reader connects text with own life
- when reader connects one text to a different text
- when reader connects text with bigger issues / or the world

# Making Connections

- Part-to-Part (P-P)
- Text-to-Self (T-S)
- Text-to-Text (T-T)
- Text-to-World (T-W)

# Extensions

- when reader applies meaning
- when reader goes beyond text
- when reader synthesizes information
- when reader experiences a new insight
- when reader generalizes what is read to other situations
- when reader draws conclusions

# Examinations of Meaning

- when reader takes a closer look at the text for its inherent meaning
- when reader reads between the lines to see what the author is trying to say

# Questions to Ask Ourselves...

- Can the student comprehend the text?
- Does the student understand the question?
- Does the student know how to begin thinking about what the question is asking?
- Does the student have the background knowledge needed to answer this question?
- How can we scaffold instruction so the student can answer this question successfully?

# Support for Oral Discourse

- *“Students need to listen---really listen---to one another...In accountable discourse, students take one another’s remarks seriously and respond directly to them. They must be able to back up their statements with evidence.”*

*Lauren Resnick*

# More Support for Oral Discourse

- *“If we want children to listen to an author, won’t we want children to listen to each other, to link their ideas with those of their classmates? If we want children to empathize with characters in books, won’t we want them to hear each other’s ideas and perspectives and see these worlds through each other’s eyes?”*

Lucy McCormick Calkins

# Still More Support for Oral Discourse?

- *“The conversations we have “in the air,” then become conversations we have in our own minds.”*

*Vygotsky*

# Extracting Information

- Content Standards: focusing strategies

# Separating Important from Unimportant Information

Important Information

Why It's Important

Unimportant Information

Why It's Unimportant

# Revising Steps in a Set of Directions

Step(s) from the  
Set of Directions

Add, Remove,  
Move, Change

Explain why?

# Writing the Written Response

- Moving from extracting information to the written response
- searching for evidence
- thinking about how it connects
- organizing the evidence
- crafting the response

