**Activating and Connecting to Increase Reading Comprehension**

**Strong Evidence 7-9**

* Student understands the purpose of text and visual features.
  + Student identifies multiple text and visual features and records thinking on visual purpose chart.
    - Examples of text features include:
      * Print features: font style, bold, color, italics, headings, labels, bullets, labels

and captions

* Organizational aids: table of contents, index, glossary, preface, appendix
  + - Examples of visual features include:
      * Graphic aids: diagrams, sketches, graphs, figures, maps, charts, tables, cross-sections, timelines and overlays
      * Illustrations: photographs, drawings, paintings, cartoons.
* Student connects background knowledge to learn new information that is read in guided reading books.
  + Students demonstrates multiple connections to text that go beyond literal interpretation and records on thinking chart.
    - Text to text
    - Text to world
    - Text to self
* Student’s connections may include multiple examples of the following:
* Bring background knowledge to the understanding of a text, before, during and

after reading.

* Bring knowledge from personal experiences to the interpretation of characters

and events, particularly content and situations related to peer group.

* Make connections between the text and other texts that have been read or

heard, particularly texts with diverse settings.

* Uses knowledge from one text to help in understanding diverse characters and

settings encountered in new texts.

* Makes connections between characters in different texts with similar

setting, type of problem, or type of person.

* Specifies the nature of the connections with topic, type of story, or writer.

**Some Evidence 4-6**

* Student understands the purpose of text and visual features.
  + Student identifies minimal text and visual features and records thinking on visual purpose chart.
    - Examples of text features include:
      * Print features: font style, bold, color, italics, headings, labels, bullets, labels

and captions

* Organizational aids: table of contents, index, glossary, preface, appendix
  + - Examples of visual features include:
      * Graphic aids: diagrams, sketches, graphs, figures, maps, charts, tables, cross-sections, timelines and overlays
      * Illustrations: photographs, drawings, paintings, cartoons.
* Students connects background knowledge to learn new information that is read in guided reading books.
  + Students demonstrates minimal connections to text that go beyond literal interpretation and records on thinking chart.
    - Text to text
    - Text to world
    - Text to self
* Students connections may include one example of the following:
* Bring background knowledge to the understanding of a text, before, during and

after reading.

* Bring knowledge from personal experiences to the interpretation of characters

and events, particularly content and situations related to peer group.

* Make connections between the text and other texts that have been read or

heard, particularly texts with diverse settings.

* Uses knowledge from one text to help in understanding diverse characters and

settings encountered in new texts.

* Makes connections between characters in different texts with similar

setting, type of problem, or type of person.

* Specifies the nature of the connections with topic, type of story, or writer.

**Little Evidence 0-3**

* Think sheet is sketchy and connections are unclear or incomplete.
* Connections are at a very literal level.
* Needs elaboration.
* Poorly recorded thinking.