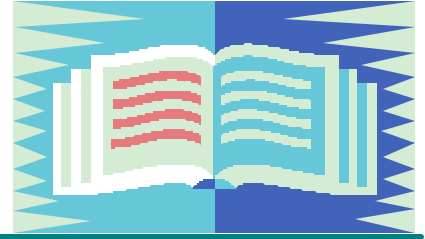


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# READING

## APPRENTICESHIP

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### Talking to the Text

#### Protocols

##### A. As you read, use the following guidelines:

- in the white spaces and margins surrounding the text, write what the words and sentences make you think about as you read
- trust your thinking. There is no correct or incorrect answer, but there is a progression of sophistication proficient readers move toward
- you will be scored on the thoughtfulness and critical reflection of your notations

##### B. When reflecting upon what you read, make notations about:

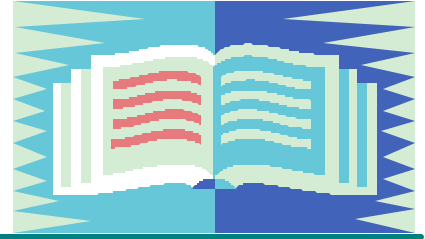
- what the title might indicate about the text
- what you notice about the first sentence and what predictions you can make about the text
- your ideas that surface as you read
- questions you have as you read
- what you wonder about as you read
- inconsistencies that you notice about the author's writing
- what confuses or is a roadblock for you as you read
- anything that reminds you of another text, your personal experiences, or how these connections help you understand the text.
- words, phrases, or sentences that you find interesting
- questions you have for additional information about the content
- big ideas that seem important to the text as a whole
- summary thoughts that capture the author's complete idea
- Inferences you can draw from clues in the text

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# READING

## APPRENTICESHIP

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### Talking to the Text

#### **A Formative Assessment Tool**

Students who use Talking to the Text (T4) as a tool to assist with constructing meaning as they interact with text provide teachers with a wealth of formative information. Strategic teachers **ASSESS** student's T4 work products, and this information is used by teachers to make instructional decisions. Teachers assess a student's text analysis to discover what students *do well* and *what additional exposure to strategy instruction* will enable students to acquire deeper understandings and insights. Teachers **DECIDE** and **TEACH** what strategic literacy mini-lessons or modeling students need in order to improve comprehension.

Initially, after modeling for students Talking to the Text, students will begin to make notations relative to their level of reading. However, teachers must select the strategies they choose to model carefully, because different strategies will directly influence their understanding of text. Irregardless of what level a student comprehends, teachers can masterfully impact how students interact with text by selecting the appropriate strategy. Teachers' use of **students' T4 work products** to select strategies to model, individualizes instruction based on need. Teachers also decide to model a comprehension strategy based on text demands.

#### **EVIDENCE OF STRENGTHS:**

- read the entire text
- genuine interaction with text
- connected with the text
- questioned the author
- revealed what he does understand
- monitored his/her confusion
- offered some synthesis and comments on some big ideas; begins to construct meaning
- posed higher order questions
- posed an assortment of questions: cause/effect, emotional, history, proposal or solution, big concept

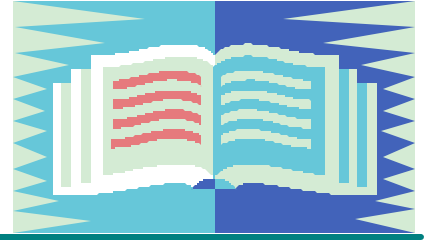
## Model these Mini-lessons

Below are suggested mini-lessons to be modeled for students:

- using context clues from words in text
- using the title or first sentences in paragraphs to make predictions
- using an idea to foster a prediction
- summarizing key points in your own words
- making connections to other texts or personal experiences
- drawing probable outcomes
- using implied clues to draw inferences
- using text structures to guide expository reads
- using pieces of the text as evidence to formulate a picture...synthesis
- deciding what is important
- posing inferential and big idea questions
- distinguishing between what is interesting to the reader and what seems important to the text and author

# READING

## APPRENTICESHIP



### Talking to the Text (T4) RUBRIC

#### I. MAKING MEANING (using a variety of thinking or reading strategies to understand text)

##### 5 INTERNALIZING

Talking to the Text notes show clear evidence of real thinking, the use of reading strategies to make meaning, and to make connections within the text.

##### The notations show evidence of:

- \_\_\_\_ comprehension on many levels
- \_\_\_\_ using prior knowledge to make connections within text
- \_\_\_\_ flexible use of strategies like questioning, summarizing, predicting, questioning, and using fix-ups
- \_\_\_\_ using text structure signposts to support understanding
- \_\_\_\_ recognizing key ideas in the text and how they build the main idea
- \_\_\_\_ asking questions to improve understanding or challenge the author

##### 3 DEVELOPING

Talking to the Text notes show an adequate understanding of most of the text.

##### The notations show evidence of:

- \_\_\_\_ summarizing or restating that varies in completeness
- \_\_\_\_ a literal focus that may include some evidence of inferential thinking
- \_\_\_\_ the reader using some prior knowledge to make connections
- \_\_\_\_ recognizing some key ideas but missing others
- \_\_\_\_ asking some questions
- \_\_\_\_ making some use of text structure signposts to help make meaning

##### 1 BEGINNING

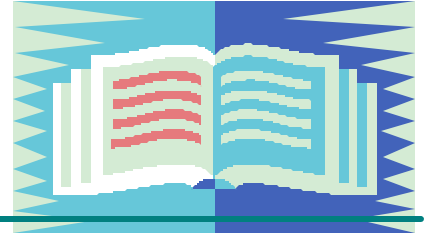
Talking to the Text notes show little evidence of constructing meaning from the text.

##### The notations show evidence of:

- \_\_\_\_ focusing primarily on vocabulary, dates, and names
- \_\_\_\_ missing the key ideas in the text
- \_\_\_\_ incomplete thinking that does not use the information in the text
- \_\_\_\_ little or no understanding of text structure signposts
- \_\_\_\_ few questions that show understanding

# READING

## APPRENTICESHIP



### Talking to the Text (T4) RUBRIC

#### II. BUILDING BIG IDEAS (using text information or prior knowledge to build ideas)

##### 5 INTERNALIZING

Talking to the Text notes show considerable evidence of going beyond the text to other texts, experiences, or inferences to build personal insights

The notations show evidence of :

- \_\_\_\_ drawing on personal experiences to assist in understanding the text
- \_\_\_\_ suggesting more than one interpretation
- \_\_\_\_ supporting or challenging the author's assumptions, ideas, or style
- \_\_\_\_ a strong personal involvement through comparison/contrast to other texts and experiences
- \_\_\_\_ expressions of curiosity, wonder or desire to learn more about something in or related to the text

##### 3. DEVELOPING

Talking to the Text notes show some attempts to build big ideas, but notes often reflect the ordinary rather than the unique, little risk-taking, and regard the author and the text as the final authority.

The notations show evidence of:

- \_\_\_\_ focusing on arriving at the "right" interpretation
- \_\_\_\_ ideas or questions based on prior knowledge rather than new learning
- \_\_\_\_ little attempt to support or challenge the author's assumptions or ideas
- \_\_\_\_ personal involvement that is somewhat superficial or occurs as an after-thought
- \_\_\_\_ opinions, judgments or insights about the content of the text, but no connections to other texts or experiences

##### 1 BEGINNING

Talking to the Text notes show a safe text-bound interpretation.

The notations show evidence of:

- \_\_\_\_ typical text-bound thinking that does not lead to big ideas
- \_\_\_\_ few or no connections to personal experience or other texts
- \_\_\_\_ accepting the author's absolute authority
- \_\_\_\_ focusing on a single "right" interpretation, often relying on word-for-word text