
READING

APPRENTICESHIP



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

READING

APPRENTICESHIP



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 that 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-lesson 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
- 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 'Author and Me' and 'Own My Own 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. CONSTRUCTING MEANING

5 INTERNALIZING

Notations are complex and demonstrate a thorough understanding and interpretation of text.

The notation shows evidence of:

- ____ comprehension on many levels (e.g., literal, inferential, evaluative)
- ____ that the reader has used prior knowledge to make connections with text
- ____ many notations demonstrate flexible use of strategies like drawing inferences, synthesizing, 'author and me' and 'on my own questions'

The notation may show evidence of:

- ____ the function of print conventions in interpretations of text
- ____ text structure signposts
- ____ sensitivity to word meanings by focusing on specific words and elaboration
- ____ following an idea from the beginning to the end and noting if it changes

3 DEVELOPING

Notations illustrate an adequate understanding of the gist of the text.

The notation shows evidence of:

- ____ summary notation
- ____ focusing primarily on vocabulary, dates, and names
- ____ a literal focus, but may include some evidence of inferential or evaluative comprehension
- ____ the reader has used prior knowledge to make connections to the texts
- ____ interpretations tend to be somewhat flat
- ____ seldom explored meanings of individual words

1 BEGINNING

Notation illustrates little evidence of constructing meaning from the text.

The notation shows evidence of:

- ____ attending to minor details of the text, or may recopy verbatim passages
- ____ inaccurate, incomplete, irrelevant, or incoherent notations
- ____ sketchy, fragments, or may show a serious misunderstanding of the text
- ____ weak use of text structures

READING

APPRENTICESHIP



Talking to the Text (T4) RUBRIC

II. CONNECTIONS WITHIN TEXT

5 INTERNALIZING

Notations reveal complex interpretations of the text by making connections among different parts of the text.

The notation shows evidence of :

- ____ rich, complex integration of understanding through ongoing, recurring interactions with the text
- ____ understanding of the relationship of parts of the text to the integrity of the whole selection
- ____ “reading like the writer” ...analyzing, evaluating

The notation may show evidence of:

- ____ elaboration on or explanation of issues or contradictions within the text

3 DEVELOPING

Notations clarify and explain the relationships of all the parts of the text; the ability to integrate all the parts into a complete whole may be lacking.

The notation shows evidence of:

- ____ some summary or restating which is more complete in some sections but may contain inaccuracies in other sections
- ____ does not attempt to clarify or explain inaccuracies or lack of coherence with other parts of the text

1 BEGINNING

Notation illustrates some understanding of discrete parts of the text or may focus solely on a single aspect or section.

The notation shows evidence of:

- ____ focusing on isolated facts and does not connect text element
- ____ no awareness of the author’s style or craft as a unifying presence in the selection
- ____ no evidence of using the information from the text
- ____ only noting the topic or some key words from an isolated section of the passage

READING

APPRENTICESHIP



Talking to the Text (T4) RUBRIC

III. EXTENDING BEYOND TEXT

5 INTERNALIZING

Notations illustrate considerable evidence of extension beyond the text to other texts, experiences, abstractions, and/or generalizations.

The notation shows evidence of :

- ____ drawing on personal experiences to assist in clarifying and elaborating issues beyond text-bound concerns
- ____ precise and insightful connections to other texts, reflecting deeper understanding of the text and an awareness of interactions beyond the text
- ____ reflecting a strong personal involvement through comparison/contrast to other texts and experiences
- ____ containing expressions of curiosity, wonder or desire to learn more about something in or related to the text

3. DEVELOPING

Notations illustrate some personal connection to the text, but references are general rather than precise and often reflect the ordinary rather than the unique.

The notation shows evidence of:

- ____ personal involvement that is somewhat superficial or occurs as an after-thought rather than an inherent part of the interaction with the text
- ____ opinion, judgments or insights about the content of the text, but does not extend these to abstract or general concepts
- ____ connection to other texts, but may reflect the mundane and obvious

1 BEGINNING

Notations do not make extensions to other texts, relevant personal experiences which extend understanding, or abstractions or generalizations.

The notation shows evidence of:

- ____ typical text-bound thinking and lacks extensions which foster deeper insights.
- ____ tangential connections to personal experience rather than integral to reading
- ____ reflecting an attempt to tell about something not directly related to the text
- ____ vague abstractions or generalizations or none at all

READING

APPRENTICESHIP



Talking to the Text (T4) RUBRIC

IV. DISCOURSE WITH TEXT

5 INTERNALIZING

Notations illustrate evidence of notations such as questioning authorial authority, creating alternative interpretations or discovering personal insights.

The notation shows evidence of:

- ____ reflects pride and confidence in reading ability
- ____ suggesting more than one interpretation or develops an alternative interpretation, supported with relevant textual information
- ____ a degree of thoughtfully supporting or challenging the author's assumptions, perspectives, claims, or style
- ____ opinions, judgments and personal insights about the text
- ____ persistence with reading task and use of strategies to overcome obstacles or difficulties

3 DEVELOPING

Notations may exhibit some risk-taking but generally regards the author and the text as authoritative.

The notation shows evidence of:

- ____ alternative interpretation, but focuses more on arriving at the "right" interpretation
- ____ personal insights connected, more often, to prior knowledge rather than newly discovered understanding
- ____ challenging the author's knowledge, claims or style, but is tentative

1 BEGINNING

Notations reflect a safe text-bound interpretation and do not take risks.

The notation shows evidence of:

- ____ accepting the author's absolute authority
- ____ focusing on single "correct" interpretation, often relying on verbatim text
- ____ lacks personal insights or notes irrelevant ideas
- ____ lacks awareness of the author's voice