

## MAKING CONNECTIONS

### ***Crafting Session Tips:***

(Zimmerman, Susan and Chryse Hutchins, *7 Keys to Comprehension*. New York: Three Rivers Press, 2003.)

- ❑ Bring your background knowledge with you to everything you read. Your memories and experiences have a critical impact on how you understand and respond to what you read.
- ❑ Activate what you know so that new ideas and information will “stick” in your existing storehouse of information.
- ❑ Note connecting points as you read to help you better remember and enjoy your reading.
- ❑ Apply background knowledge to help you go beyond the words on the page, allowing you to think back to past memories and experiences, to remember and understand similar texts, and to relate to the world around you.
- ❑ When you lack sufficient information to understand what’s happening, seek more background knowledge. Call on an outside source (teacher, friend, expert, dictionary, encyclopedia, reference book, and so on) to fill you in so you can carry on.
- ❑ Background knowledge is the cornerstone of the thinking strategies. When you know how to activate pertinent background knowledge, you see more detailed mental images, ask deeper questions, and are better able to extend your thinking.

### ***Suggested Rubric:***

(Harvey, Stephanie and Anne Goudvis, *The Comprehension Toolkit*. Portsmouth: FirstHand Heinemann, 2005.)

<b>Oral and/or Written Evidence</b>	<b>Strong Evidence 3</b>	<b>Some Evidence 2</b>	<b>Little Evidence 1</b>
Understands the purpose of text and visual features			
Uses features to gain information			
Merges thinking with new information and reacts to it (I never knew, I wonder...)			
Connects background knowledge to learn new information			
Revises or changes thinking based on new information or evidence			