

Talking To The Text Rubric

Talking to the text, thinking about your thinking

You will earn a grade of 1-5 based on how well you critically think about the text and how well you show that thinking.

Student: _____ **Text:** _____

<u>Score</u>	<u>Explanation</u>
0	Did not complete the assignment, made no attempt at metacognition.
1	Attempted very little talking to the text, difficult to see thought patterns.
2	Little evidence of interacting with the text, use of one strategy, perhaps only circling the "big words."
3	Evidence of some interaction with the text (use of two strategies), clearly trying to use strategies such as questioning and connecting, focus on surface or literal meaning. Struggling to "dig deep."
4	Reasonable demonstration of thought process. Mature thinking is obvious. Three of these are clear: summarizing main ideas, questioning, commenting, connecting, predicting.
5	Reflective, thoughtful, insightful interaction with the text. Very clear and thorough demonstration of four or more of: synthesizing main ideas, questioning, summarizing, connecting (text to me/text/world), predicting and confirming. Comments go beyond the text; graphic notes aid in thinking.

Talk-To-The-Text

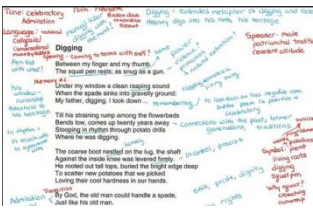
Having students annotate the text, helps increase comprehension and helps make the process of reading visible.



Students read the text and make notes on the text:



- What do I think of as I am reading?
- What does this remind me of?
- I wonder...
- This sounds like...
- Circling unknown words & making logical guesses as to the meaning
- Explaining what a specific portion of the text is saying (mini-summarizations)



Partners share notes, explaining what was happening in their minds as they read (Metacognitive Conversation)



Teacher should lead discussion regarding what partners discussed. Main ideas and common thoughts and/or questions should be addressed.

