

Science Reading Response Form

Name _____ Date _____

1) Title of article: _____

2) Explain the main idea of this reading. Include who, what, where, when, why and how. (10 points)

3) Making Connections to Text. (8 points) After reading, write a *text to self*, *text to text*, or *text to world* connection in the space provided below. If this is not enough room, feel free to type this or complete it on loose leaf paper instead.

Circle which type of connection: Text-Self, Text-Text, Text-World.

****READ THE BACK OF THIS PAPER FOR AN EXPLANATION OF WHAT TO DO HERE!****

4) 2 New Vocabulary Words. (1 point each) From the article, choose two vocabulary words to define. Make sure that the words are defined so that you understand the meaning. Do not define a word with itself.

A. _____

B. _____

Reading and Writing in the Content Area for Science

Making Connections to Text: Building Bridges from the Known to the New

Type of Connection	Explanation of Connection	Examples of Student Activities
Text to Self	Connect from text to prior knowledge or background experience	<ul style="list-style-type: none">• The text reminds me of when...• The person/character reminds me of myself when...• The place in the text reminds me of when...
Text to Text	Connections to other texts or other parts of the current text	<ul style="list-style-type: none">• Compare the people/characters to each other• Compare events or plot• Compare lessons, themes and/or messages• Find common themes, styles, author's perspective• Compare different versions of events or stories
Text to World	Connections to bigger issues, events, or societal concerns	<p>The passage is connected to ideas we are studying in</p> <ul style="list-style-type: none">• Social Studies• Science• Math• English/Language Arts• Other subjects

Objective: Improve student knowledge of making connections to Text, building bridges from the known to the new.

Procedure: Students will read science related current events articles, write summaries of the articles and discuss the information found in the articles. Additional follow-up research for some articles may apply.

The articles will come from a variety of on-line and print sources. The articles are to be differentiated, based on a student's interests and abilities. The teacher and/or student will choose the articles. One to two articles will be covered per unit. Students will complete the Reading Response Form for each article read.

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