

Connecting

"Your life is a story — it's just not written down on paper"

What is it?

Powerful readers make **connections** with what they are reading. When we read a story, it may **remind** each of us of different things. This **reminding** is also called "**connecting**." We can make connections to personal experiences, other books, other media like movies, or experiences in the world.

How to Connect with your children:

- Choose a book to read with your child that evokes memories for you: memories of your childhood, your family, your culture, your school days, your country, etc.
- Begin to read the book out loud with your "speaking voice."
- Whenever something in the story reminds you of a personal experience, stop reading and share your connection: "This part of the story reminds me of..."
- Continue reading the story with your "speaking voice" and sharing your connections, or your "thinking voice."
- Ask your child to share any connections she or he might have.
- It is important to remember that, just as everyone's life story—memories and personal experiences—is different, connections are also different. There is no right or wrong way to make a connection.

Enjoy reading and sharing connections and with your child!

Reading Power

Helping Your Children Become
More Powerful Readers and Thinkers

A guide for Parents

"Meaning is constructed in the realm where readers meet the words in the text and consider the ideas in terms of their own experience and knowledge."

— Stephanie Harvey

What is Reading Power?

Reading power is a reading comprehension program that teachers at this school are using to help students develop comprehension skills to become more powerful readers and thinkers. The five comprehension strategies, or Reading Powers, we are teaching are:

1. **Connect:** What does the story remind me of?
2. **Question:** What am I wondering about this story?
3. **Visualize:** What pictures can I make in my head from this story?
4. **Infer:** What am I thinking about this story that isn't actually written?
5. **Transform :** How has my thinking changed because of this story?

What are the Key Ideas?

- Learning to read involves two distinct, yet equally important components:
Decoding: the ability to read the words on the page with fluency and accuracy
Comprehension: the ability to construct meaning from the text
- Comprehension strategies need to be **taught directly** and explicitly so that students can understand what thinking looks like and sounds like.
- **Common language** of these thinking strategies is essential for helping students acquire the "language of thinking" across the grades.
- **Metacognition**, or "awareness of thinking," is an important component of this program.
- We have two voices: a **speaking voice** and a **thinking voice**. Good readers pay attention to their **thinking voice** while they read.
- Teachers and parents can **model** their **thinking voice** while they read to and with their children, to help teach and reinforce the strategies.