

## **Making Connections\*** **~Text-to-Text~**

**Objective:** Students will understand and comprehend text more effectively through the use of text-to-text connections.

**Materials:** chart, markers, texts~suggestions include

**Procedure:**

Prior to and following the first lesson take every opportunity to refer to stories, texts, poems, magazines, etc. as “text.”

**1. Do your homework!**

- See THINK ALOUD lesson

**2. Gather kids in front of you for instruction/modeling**

- Read chosen text all the way through.
- Explain Text-to-Text (TTT) connection to students. (“Good readers frequently remember another text as they read. This is called a TTT connection.”)
- On a chart with Text-to-Text (and a graphic representation such as an arrow from a book to book) at top, write the title of the text and put your initials next to it. (This chart will be added to by the children in the months to come. When they make their own connections, they can be added to the chart during discussion.)
- Read and stop for 2-3 think alouds. (“This text reminds me of the text \_\_\_\_\_ because in both texts \_\_\_\_\_.” OR “This part of the texts reminds me of (another text) \_\_\_\_\_ when \_\_\_\_\_ happened.” When I think like this while I’m reading, I’m making a TTT connection. When I make a TTT connection it makes it easier for me to predict what will happen next.)
- Explain that the purpose of connections is to help understand and comprehend a text more effectively and what they already know will change because of what they read.
- Send students off to Independent Reading and remind them to make TTT connections (“When you go to your own reading, remember to think about how the text you are reading reminds you of another text you have already read and how that will help you understand the story better and make better predictions.”)

**3. Release the students to practice**

- Gradually invite children to share their connections to other text as you stop to do think alouds.
- During Independent Reading conference with students, asking students to think aloud about connections. (*Use Drop-in-Conference Sheet*)
- Model use of, and let students use in Independent Reading, a *Making Text-to-Text Connections T-Chart*

**4. Bring them back to share their thinking with the group**

- discussion
- sharing T-charts
- texts and responses recorded on group Text-to-Text chart

**Assessment:\*\***

*Making Connections Drop-in Conference Sheet*, anecdotal records, *Making Text-to-Text Connections T-Chart*, observation of sharing in group, etc.

\*This lesson is intended to be repeated with different reading materials daily over a period of 5-7 days and continuously reinforced throughout the school year.

\*\*Informal assessment should be on-going once the objective is introduced. Formal assessment needs to occur at appropriate intervals.