

Making Connections*

~Text-to-World~

Objective: Students will understand and comprehend text more effectively through the use of Text-to-World 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-World (TTW) connection to students. (“Good readers not only make connections to themselves and other texts, but they also make connections to the word, or other people. When we read and learn new things, we have to look at it through other people’s eyes as if we were that person. This is called a TTW connection.”)
- On a chart with Text-to-World (and a graphic representation such as an arrow from a text to globe) 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 1 think aloud. (“I know about _____. It is something that _____.” [For example you are reading The Kapok Tree and you stop and talk about all the things you know about the rain forest.] “When I think like this while I’m reading, I’m making a TTW connection. When I make a TTW connection I think about what I already know about something and then I think about how what I know changes.”)
- 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 TTW connections (“When you go to your own reading, remember to think about how the text you are reading reminds you of something that you know and how that will help you understand the story better and learn more about the topic.”)

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-World 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-World chart

Assessment:**

Making Connections Drop-in Conference Sheet, anecdotal records, *Making Text-to-World 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.