Making Connections Follow-up & Planning

TEXAS LITERACY INITIATIVE

UTHealth
The University of Texas
Health Science Center at Houston

CHILDREN'S
LEARNING
INSTITUTE.
Learning from science.

Session Materials

Provided Materials:

- PowerPoint Handout
- Additional Handouts
- Text Excerpt Handouts
- Lesson Plan Samples

What you should have brought:

- Text samples for planning Making Connections
- Orange Planning Card
- Blue and White Cognitive Strategy Routine Card
- Handouts from the last training including speaker notes
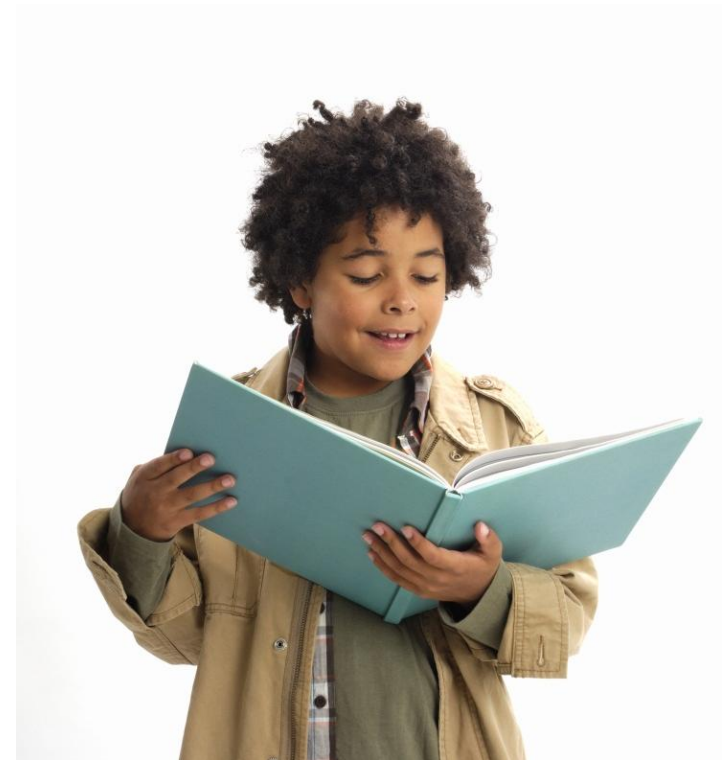- Laptop

Why Should We Teach
Making Connections?

Using Background Knowledge to Make Connections

Connections help readers:

- Relate to characters
- Visualize
- Avoid boredom
- Pay attention
- Listen to others
- Read actively
- Remember what they read
- Ask questions
- Make inferences
- Identify main ideas

(Tovani, 2000)

How Should We Teach

Making Connections?

Introducing Cognitive Strategies

Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

Gradual Release of Responsibility

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

Ongoing Assessment and Feedback

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.

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Cognitive Strategy Lesson Planning

Title of Text _____

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Step 1 Use a real-world example to create a context.	Anchor lesson:
Step 2 Give the strategy a name.	"Today, we are going to learn a strategy called _____."
Step 3 Define the strategy, how and when it is used, and how it helps with reading.	Strategy definition: How it helps us comprehend:
Step 4 Give students touchstones.	Model hand gesture, explain strategy poster, and refer to anchor lesson.

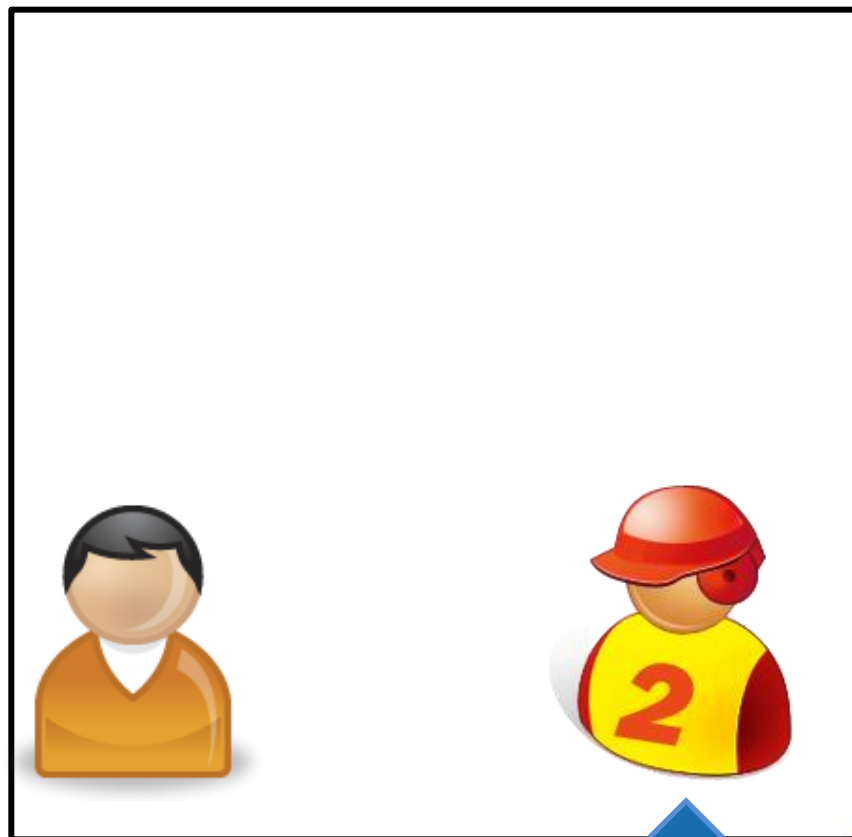© 2013 Texas Education Agency / The University of Texas System

Knowledge of Baseball

Good Readers
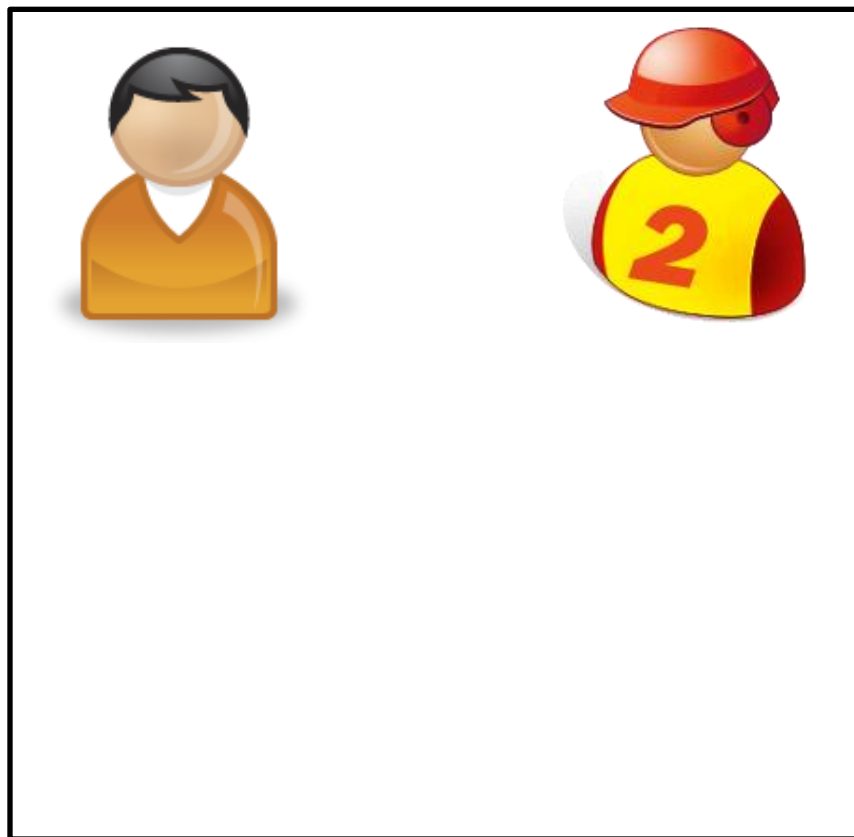
Struggling Readers

(Recht & Leslie, 1988)

Background Knowledge

Building or Activating Knowledge?

Building Background Knowledge	Activating Background Knowledge
• Students know little or nothing about a topic or a story.	• Students have some knowledge of a topic or story.
• Takes planning.	• Simply help them remember.
• Takes more time and scaffolding.	• Takes less scaffolding.

3 Types of Connections

Text-to-Self: Connections between the text and personal experience or memory.

Text-to-Text: Connections between two or more text types such as other written texts, movies, songs, stories, music, etc.

Text-to-World: Connections between the text and what the reader knows about the world.

It's more complex than you think …

- Proficient readers, "draw from, compare, and integrate their prior knowledge with material in the text" while they are reading (Duke & Pearson, p. 206, 2002).

- The connections proficient readers make, help them to comprehend the text at a deeper level.

- Proficient readers do not let surface level connections distract them from the text.

Caution

Surface-Level Connections

Example: "That character has the same name that I do!"

Model: "That helps me understand better, because …"

Distracting Connections

Example: "That character has a dog, and I have a dog, and one time we took the dog to the lake. We went fishing at the lake. We ate the fish for dinner. I don't like fish. I like pizza."

Ask: "How does that help you understand?"

Caution

Weak readers often have difficulty understanding text because they make connections to background knowledge that is irrelevant to the reading task. When students are directly taught to integrate background knowledge with the text, however, they do better on comprehension measures.

(Hansen, 1981; Pressley, 2002)

Keep In Mind…

Making Connections is the foundation for many of the other cognitive strategies good readers use. It is important that students have a good understanding of background knowledge, and how they use their background knowledge to make connections during reading.

PLANNING MODEL LESSONS

Considerations Prior to Planning

- Focus on the TEKS.

- Select a text and determine how much text you will use in your lesson.

- Determine which comprehension strategy will be the focus of the lesson (read and track your thinking).

- Decide how much support students will require to successfully comprehend the text.

  - How familiar are students with the content?
  - How familiar are students with the focus strategy?

Lesson Planning Overview

Considerations Prior to Planning

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- Determine which comprehension strategy will be the focus of the lesson (read and track your thinking).
- Decide how much support students will require to successfully comprehend the text.
  - How familiar are students with the content?
  - How familiar are students with the focus strategy?
  - Will all students require the same kind of support?
  - How will you teach your lesson (whole class, small group, etc.)
  - Which scaffold will you teach to support strategy use?

Example Scaffolds (Supports)

STRATEGY: Making Inferences and Predictions
- Making Inferences Graphic Organizer
- Annotating the Text for Inferences
- Foreshadowing and Predicting 3 Column Chart
- Extended Anticipation Guide
- The Outside-in Scaffold
- Audiobooks to enhance mental images

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  - Will all students require the same kind of support?
  - How will you teach your lesson (whole class, small group, etc.)
  - Which scaffold will you teach to support strategy use?
  - **Which vocabulary words will be challenging? How will you support vocabulary acquisition?**
- **Plan the lesson.**

Watching a Model Lesson

- Social Studies, Secondary (Grades 6-12)

Your Turn

- Review the text

- Use the blank lesson plan template to guide you as you plan your future lessons.

- Refer to the sample lesson and the rubric to guide your planning.

- Share your lessons with others and help one another in using "Making Connections."

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