

6TH GRADE READING

WEEK 6

STRAND I: READING AND LISTENING FOR COMPREHENSION

Content Standard I: Students will apply strategies and skills to comprehend information that is read

Benchmark I-B: Gather and use information for research and other purposes

Skill:

1 – Interpret and synthesize information from a variety of sources by:

- **d. making connections to related topics and information**

Reader response theory holds that a reader's understanding of a text is based on the unique connections he or she is making while reading -- connections to personal emotions, life experiences, knowledge of other texts, and knowledge of the world. Teachers help students become more skillful at articulating unique interpretations by asking them to make three kinds of connections as they read: between the text and themselves; between the text and other texts they know; and between the text and issues, ideas, facts, and events in the world. Teachers refer to these as "text-to-self"; "text-to-text"; and "text-to-world" connections.

Sharing personal responses shows students that they are "holders of knowledge," and that readers may have wide-ranging interpretations of the same text. The teacher's role is to ensure that all responses are grounded in the text and its cultural and historical context. By reminding students to connect their responses explicitly to the words of the text, teachers can help them discover how making meaning comes, in part, from prior experiences and linguistic and cultural background.

• **MAKING CONNECTIONS**

Children make personal connections with the text by using their schema. There are three main types of connections we can make during reading:

Text-to-Self: Refers to connections made between the text and the reader's personal experience. Make connections from text to self. How do you relate to a character, a scene, theme or setting? Connect your personal life to specific text.

As the students read a text, they relate to the characters, their emotions, and their dilemmas. The students also might relate to thematic issues confronting the literary characters, such as "Who am I?" or "What is friendship?" One of Morimoto's students makes this kind of connection when she relates the poem "Bilingual" to being stereotyped by fellow students because she is biracial. Later, other students connect Grimes's poem with their bilingualism, and discuss how they can express certain thoughts and emotions more easily in Spanish or Vietnamese than in English.

Text-to-Text: Refers to connections made between a text being read to a text that was previously read. Make connection from one piece of text to another. As you read the text are you reminded of a movie or another book? Connect a song, TV commercial or other type of written word to the text you are reading.

As the students read, they compare the text to other literature they have read or experienced -- whether fiction, nonfiction, films, or visual art. Morimoto explicitly asks her students to make these connections by finding commonalities between Judith Ortiz Cofer's stories and stories they've studied previously. Her students match the protagonists of "Arturo's Flight" and Anne Tyler's "Teenage Wasteland": both are troubled teenage boys who find

someone older in whom they can confide. Another story, "Matoa's Mirror," reminds the students that a Gary Soto character also had "layers" of identities. When making text-to-text connections, the students should note authors' different cultural and linguistic backgrounds and consider how that might affect their portrayal of character, theme, conflict, and plot.

□ **Text-to-World:** Refers to connections made between a text being read and something that occurs in the world. Make connections from text to the world. How you connect the world to your reading? Does the character remind you of a public figure or is the main theme a hot issue in the media today?

As the students read, they draw parallels between the text and the outside world, including history, a contemporary issue, or a current event. In Morimoto's class, for example, the class discusses stereotypes of certain language communities. The students see that while they stereotype others' speech, they, too, can be stereotyped.

Synthesizing is the process of ordering, recalling, retelling, and recreating into a coherent whole the information with which our minds are bombarded everyday. Synthesizing is closely linked to evaluating. Basically, as we identify what's important, we interweave our thoughts

STRATEGY 1

1. Explain to students that you are going to practice the comprehension strategy of making connections to find ways that students can personally relate to the text *In the Year of the Boar and Jackie Robinson*. Ask students to think about the following questions. You may choose to write these on the board or chart paper for students to see.

Focusing on text-to-self connections:

- What does this story remind you of?
- Can you relate to the characters in the story?
- Does anything in this story remind you of anything in your own life?

Focusing on text-to-text connections:

- What does this remind you of in another book you have read?
- How is this text similar to other things you have read?
- How is this text different from other things you have read?

Focusing on text-to-world connections:

- What does this remind you of in the real world?
- How are events in this story similar to things that happen in the real world?
- How are events in this story different from things that happen in the real world?

2. Using the Making Connections Posters as visual aids, introduce the three types of connections: [Text-to-Self Connection](#), [Text-to-Text Connection](#), and [Text-to-World Connection](#). Explain how readers often make connections to a story to help them better understand the text.
3. Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to this text (see Preparation, Step 5). Make sure to emphasize connections that actually help enhance your understanding of the novel and others that are merely "there." Two examples to share with the students follow:

- Good connection that enhances understanding: When I was in second grade, I moved to a new school like Shirley did. I remember feeling like everyone ignored me and missing my home, so I can relate to what she's going through.
 - Surface-level connection: Shirley likes the Dodgers. So do I.
Ask students to share a few quick examples of both kinds of connections, and explain why some might help their understanding of the book more than others.
4. Tell students that during the next session, they will get a chance to go through the novel and make their own connections using a [Double-Entry Journal](#).
 5. Display a blank copy of the [Double-Entry Journal](#) and demonstrate how to use this technique. Explain to students that, in the first column, they should choose a quote or situation from the text that they can react to. Then, in the second column, they should record their reaction. Reinforce the fact that these reactions should make a connection between the text and themselves, another text, or the world. (Refer back to the Making Connections Posters during this demonstration and discussion.) Use chart paper or an overhead projector to model the process so that all students can see your reactions and reflections and follow along as you complete the [Double-Entry Journal](#).
 6. Have students make connections to the text and record them on their [Double-Entry Journal](#). After students have had ample time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the novel, like they discussed in Session One.
 7. Ask students to reflect and respond to the following prompt on the back of their [Double-Entry Journal](#): *Choose one connection and explain specifically how it helped you better understand what you were reading.* You may wish to write this statement on the board or chart paper for students to see while writing their answers.
 8. Explain that students will be creating a project using a connection they made to the text. Give students the [Boars and Baseball Project Choices](#) and allow them time to peruse the different options. Allow time for students to ask questions about the different project options.
 9. Share with students the [Boars and Baseball Peer Review](#) form and explain to students that their work on their projects will be assessed by their peers. Allow time for students to clarify and ask questions about the expectations. Tell students that they will start planning and working on their project in the next session.
 10. Use the [Connection Web](#) (on chart paper or overhead transparency) and provide a model for planning. In the central oval, write the connection the content of the projects that the students have chosen.
 11. Use the [Connection Web](#) (on chart paper or overhead transparency) and provide a model for planning the content of the projects that the students have chosen.
 - In the central oval, write the connection.
 - In the rectangles, write supporting details.

12. Distribute copies of the [Connection Web](#) and have students begin to plan their project. Remind them to start with a connection and list four supporting details that illustrate that connection.
13. After checking that each student's [Connection Web](#) is complete and that they have chosen which project to complete, allow students the rest of the session to work on their projects. Most students will need Internet access to use the student interactives required for their projects.
14. As students are working on their projects, circulate among them and act as a resource as needed:
 - Ask questions about information that has been recorded and/or students' needs.
 - Answer questions.
 - Provide assistance for students as needed.
 - Help students with using their interactive and printing their work.
 - Encourage students to keep their information organized.
15. Remind students occasionally to make sure they are referring to the [Boars and Baseball Peer Review](#) form to keep on track with the expectations of the projects.

Double-Entry Journalreadwritethink
LECTURE

Idea from Text	Reaction/Connection

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Connection Web



The diagram is a 'Connection Web' template. It features a central oval labeled 'Connection' with five horizontal lines for writing. Four rectangular boxes, each labeled 'Supporting Detail', are arranged around the central oval. Each 'Supporting Detail' box contains five horizontal lines for writing. Lines connect the corners of each 'Supporting Detail' box to the central 'Connection' oval.

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Boars and Baseball Peer Review

Use this sheet to provide feedback on your classmates' projects. Rate each aspect of the project with a checkmark on a scale of 1-5, and be sure to write appropriate positive comments as well as constructive criticism. Turn in this sheet to your teacher after you have given feedback on all of the projects.

Rating Key

5= Excellent 4= Very Good 3= Good 2= Fair 1= Poor

Student's Name:

	5	4	3	2	1	Comments
The presenter explained his/her project clearly.						
The presenter explained all details and answered questions from his/her peers about his/her project.						
The presenter explained his/her connection(s) to the novel.						
The project was tidy and eye-catching.						
Specific suggestions for improvement:						

Student's Name:

	5	4	3	2	1	Comments
The presenter explained his/her project clearly.						
The presenter explained all details and answered questions from his/her peers about his/her project.						
The presenter explained his/her connection(s) to the novel.						
The project was tidy and eye-catching.						
Specific suggestions for improvement:						

Name: _____ Date: _____ #: _____

My Personal Connections

Good readers make personal connections to a story. It helps them understand how the characters feel and makes them understand the book better!

Title: _____ Author: _____

Words from the text:	My Personal Connection:
1. _____ _____	1. _____ _____
2. _____ _____	2. _____ _____
3. _____ _____	3. _____ _____
4. _____ _____	4. _____ _____
5. _____ _____	5. _____ _____
6. _____ _____	6. _____ _____
7. _____ _____	7. _____ _____
8. _____ _____	8. _____ _____

STRATEGY 2

Before practicing this strategy in the classroom, create a list of personal connections to the particular text for which you will be modeling this strategy. (Use “Maria Paints the Hills”)

Explain to students that you are going to practice the comprehension strategy of making connections to find ways that students can personally relate to a text. Ask students to think about the following questions. You may choose to write these on the board or chart paper for students to see.

- Focusing on text-to-self connections:
- What does this story remind you of?
 - Can you relate to the characters in the story?
 - Does anything in this story remind you of anything in your own life?
- Focusing on text-to-text connections:
 - What does this remind you of in another book you have read?
 - How is this text similar to other things you have read?
 - How is this text different from other things you have read?
- Focusing on text-to-world connections:
 - What does this remind you of in the real world?
 - How are events in this story similar to things that happen in the real world?
 - How are events in this story different from things that happen in the real world?

Using the Making Connections Posters ([Text-to-Self Connection](#), [Text-to-Text Connection](#), and [Text-to-World Connection](#)) as visual aids, introduce the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text.

Use the think-aloud strategy to model how to make each type of connection, using your list of personal connections to the particular text. Make sure to emphasize connections that actually help enhance your understanding of the novel and others that are merely “there.” Examples to share with the students follow. Ask students to share a few quick examples of both kinds of connections, and explain why some might help their understanding of the text more than others.

- Good connections that enhance understanding:
 - When I was in second grade, I moved to a new school like Shirley did. I remember feeling like everyone ignored me and missing my home, so I can relate to what she’s going through.
- Surface-level connections that are merely “there”:
 - Shirley likes the Dodgers. So do I.

After you are certain that students have a firm understanding of making connections, allow them to begin listing their own connections to the text using the Double-Entry Journal and then expanding their connections with the Planning Web.

Finally, students can organize and write an essay about a connection to the text using the Essay Map interactive or choose a different student interactive to use to create a project based on a connection to the text.