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Schema theory explains how our previous experiences, knowledge, emotions, and understandings affect what and how we learn (Harvey & Goudvis, 2000). Schema is the background knowledge and experience readers bring to the text. Good readers often draw upon prior knowledge and experience to help them understand what they are reading and are thus able to use that knowledge to make connections. The strategy tells that struggling readers often move directly through a text without stopping to consider whether the text makes sense based on their own background knowledge, or whether their knowledge can be used to help them understand confusing or challenging materials. When you start by teaching students how to connect to text they are able to better understand what they are reading (Harvey & Goudvis, 2000). As a matter of fact accessing prior knowledge and experiences is a good starting place when teaching strategies because every student has experiences, knowledge, opinions, and emotions that they can draw upon. Keene and Zimmerman (1997) concluded that students comprehend better when they make different kinds of connections:Text-to-selfText-to-textText-to-worldText-to-self connections strategy are highly personal connections that a reader makes between a piece of reading material and the readers own experiences or life. Reading comes alive when an example of a text-to-self connection is made which might be, "This story reminds me of a vacation we took to my grandfathers farm."As seasoned readers, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Most readers gain insight during reading by thinking about how the information they are reading connects to other familiar text. This character has the same problem that I read about in a story last year, would be an example of a text-to-text connection. Text-to-world connections are the larger connections that a reader brings to a reading status. We all have ideas about how the world works that goes far beyond our own personal experiences. We learn so much about things through television, movies, magazines, and newspapers. Often it is the text-to-world connections that teachers are trying to use when they teach lessons in science, social studies, and literature. An example of a text-to-world connection would be when a reader says, "I saw a program on television that talked about things described in this article."Cris Tovani (2000) offers reasons why connecting to text helps readers:It helps readers understand how characters feel and the motivation behind their actions.It helps readers have a clearer picture in their head as they read thus making the reader more absorbed.It keeps the reader from becoming tired while reading.It sets a purpose for reading and keeps the reader focused.Readers can see how other readers connected to the reading. It forces readers to become actively participating.It helps readers remember what they have read and ask questions about the text. How to Make Use of the Strategy: Example of how to effectively use this strategy, teachers should spend time modeling for students how to make meaningful connections. The easiest connection to teach is text-to-self. Teachers should model text-to-self connections initially with selections that are relatively close to the student's personal experiences. A key phrase that prompts text-to-self connections is, "this reminds me of...." Next, teachers should model how to make text-to-text connections. I know exactly that sometimes when we read, we are reminded of other texts we have read. More often encourage students to consider the variety of texts they have experienced which will help them understand the new selection. Finally, teachers should model how to make text-to-world connections. We know that when teachers suspect that students may lack the ability to make meaningful connections, classroom instruction will be necessary to bridge the gap between reading experiences and author assumptions. Activating necessary background knowledge is a crucial means for providing text-to-world support and may be used to pre-empt reading failure. Harvey and Goudvis (2000) warn that merely making connections is not sufficient. Students may make tangential connections that can confuse and distract them from the text. Just as many throughout instruction, students need to be challenged to analyze how their connections are contributing to their understanding of the text. Text connections should lead to text comprehension. Below are some examples of connecting statements for students to use as a reference or teachers can use them as prompts for classroom discussion. This part reminds me of.... I felt like.... (character) when I.... If that happened to me I would.... This book reminds me of...(another text) because.... I can relate to...(part of text) because one time.... Something similar happened to me when....Below are some examples of questions that can be used to facilitate student connections:Text-to-self: What does this remind me of in my life? What is this similar to in my life? How is this different from my life? How does this relate to my life? What were my feelings when I read this?Text-to-text: What does this remind me of in another book Ive read? How is this text similar to other things Ive read? How is this different from other books Ive read? Have I read about something like this before?Text-to-world: What does this remind me of in the real world? How is this text similar to things that happen in the real world? How is this different from things that happen in the real world? How did that part relate to the world around me?Content Ideas for Assessment: The Making Connections strategy will help teachers evaluate how students use prior knowledge to understand text. In terms of informal assessment, teachers can use the organizers to gain insights into students connections as they are reading. The use of this simple strategy on an ongoing basis will allow teachers to provide additional (differentiated) instruction and support to students who need additional direction. In addition, teachers will be able to plan for further instruction. This plan of action can be used with varied texts. Another option for assessing this strategy is the Major Point Interview found in Mosaic of Thought (Keene & Zimmerman, 1997). This assessment can be given as an interview or in written response form. The Major Point Interview assesses the students power to use the strategy through a series of questions. The students answers are scored using a rubric. Reading comes alive when we recognize how the ideas in a text connect to our experiences and beliefs, events happening in the larger world, our understanding of history, and our knowledge of other texts. The Text-to-Text, Text-to-Self, Text-to-World strategy helps students develop the habit of making these connections as they read. When students are given a purpose for their reading, they are able to better comprehend and make meaning of the ideas in the text. What Is Text-to-Text? A text-to-text connection relates the ideas in a text to another text. The texts students connect could be stories, books, movies, songs, or other types of media. What Is Text-to-Self? A text-to-self connection ties the ideas in a text to a students own life, ideas, and experiences. What Is Text-to-World? A text-to-world connection relates a text to events in the larger world: the past, present, and future. When to Use This Strategy You can use this strategy with any type of text, historical or literary, and with other media, such as film. It can be used at the beginning, middle, or end of the reading process to get students engaged with a text, to help students understand the text more deeply, or to evaluate students understanding of the text. This strategy works best with a text that raises universal themes that might resonate with students own experiences and with material they have studied previously. Teachers often give students their own copy of the text so that they can mark it up, although this is not required. Step 2: Make Text-to-Text, Text-to-Self, and Text-to-World Connections The accompanying handout to this strategy provides you with sample questions that you can give students to guide them through this activity. The questions in the directions are general, but you can make them specific to the material your class is studying. For example, you might ask students to connect what they read to specific texts or to events you have studied earlier in the school year. Step 3: Debrief Students gain a deeper understanding of the text, of their classmates, and of the world around them when they have the opportunity to discuss their responses with peers. Students can share their responses with a partner (see theThink-Fair-Share teaching strategy), in small groups (see theAssigning Roles teaching strategy), or as part of a larger discussion (see theFishbowl teaching strategy). Use this handout to help your students make text-to-text, text-to-self, and text-to-world connections. Get the Handout A Free Account allows you to: Access and save all content, such as lesson plans and activities, within Google Drive. Create custom, personalized collections to share with teachers and students. Instant access to over 200+ on-demand and in-person professional development events and workshops Skip to content Making authentic connections with the text deepens understanding and increases the probability of retention. Taken a step further, each type of text connection has a specific purpose and benefit. Text to self connections help students relate to the text on a personal level, deepening their understanding and creating a more meaningful and memorable reading experience. Text to text connections strengthen prior knowledge and allow students to identify commonalities across authors and genres. Text to world connections increase comprehension by relating previously learned concepts to new information. Like other reading comprehension skills, repeated exposure and practice with the cognitive process of making connections with the text will help students develop the confidence necessary for it to happen when reading independently. The seven activities outlined below can be used together or separately, depending on time and student abilities.Text Connections Anchor ChartAn anchor chart is a visual tool that is used to support instruction. When created with students, an effective text connections anchor chart will guide learners through the cognitive process of making connections while reading. As with any anchor chart, it is important to keep it simple. Create your text connections anchor chart as you explain the reading strategy with your students. An illustration, definition, and sentence frame for each type of connection is adequate. When completed, the anchor chart can be used throughout the year as a reference for making connections with all different types of texts. Text Connections Graphic OrganizerGraphic organizers provide students with a visual way to categorize information. Working within the framework of a graphic organizer will scaffold learning and build a strong foundation for making text connections. More specifically, an organizer that includes prompts and sentence frames will help students when making distinctions between each type of connection.CLICK HERE TO DOWNLOAD THE FREE TEXT CONNECTIONS GRAPHIC ORGANIZERText Connections BookmarksIt is important that students are able to make connections while reading, but marking up the text is not always an option. Providing students with a template for note-taking while reading will reinforce the text connections process. I refer to the note-taking template I use as a bookmark. Each bookmark focuses on a different type of text connection and includes a definition and sentence frame. An example is shown below. You can make your own bookmarks or click here to download them from Literacy in Focus on TpT. Focusing on one type of connection at a time scaffolds learning and gives students time to master each one.Text Connections Sticky NotesLike the bookmark activity explained above, sticky notes work well when writing in the text is not possible. As an added bonus, a sticky note template can be reused with each text. The process is simple students add sticky notes to the correct spaces as they read the text and make connections. After you make your template (see the example below), print them on card stock and laminate them. You will have a text connections activity for years to come!Text Connections WorksheetsLike anything in life, mastery takes time. When it comes to certain skills, worksheets are effective for independent practice. Until students have mastered the ability to make text connections automatically and independently, worksheets can help guide them through the process. Perfect for homework or silent reading time, practice worksheets will help students make connections when reading independently.Text Connections TrackerA tracking template is perfect for making text connections throughout the year. We want students to make connections with all types of texts, so giving them a place to record those connections as the year progresses makes sense. Due to the nature of the assignment, a tracking worksheet makes a great addition to an interactive notebook or reading folder. The tracking template is a simple table with four columns and five (or more) rows. Label the columns: Text Title, Text to Self, Text to Text, and Text to World. Each time students read a new text, they will fill in a row in the table with their text connections. Text Connections Link-Up ActivityA text connections link up is an interactive and engaging class activity. First, students write their connections on colored strips of paper (each type of connection is made on a different color of paper). Next, students link up their connections and attach them to the corresponding text connections label or poster (see the example bulletin board below). Links can be added throughout the year as new texts are read. The link-up activity makes a great visual representation of the entire text connections process.If you want to add more text connections instruction to your curriculum, but dont have time to create it all, download everything from Literacy in Focus on TpT. Full-color classroom posters, anchor charts, worksheets, graphic organizers, bookmarks, and more are all included! Digital versions are also included for use in your Google Classroom. Start using it with your students today!Click Here to Download the Text Connections Activity Bundle from Literacy in Focus on TpT You want your students to make connections between their reading and viewing to other media that have experienced. Making Connections is the process of making connections between personal contexts/experiences, similar text and worldly events and issues in society. Making connections is a type of reading strategy that students need to learn. Through a variety of question types, they can begin to see that stories are connected. For example, if students are reading a gothic text, you can ask students, what does this remind you of? or what other types of films have you seen that are similar? Check out this video below for further information: What do students need to know? Text to Text Connection: making connections between texts (Characters, setting, conflict, genres). Finding commonalities. Text to World Connection: Making connections between stories and worldly events, history and contemporary events. For example, if you were studying Oliver Twist, it would be wise to observe and understand Victorian history. Text to Self Connections: Making connections between the text and the readers own experiences, values and attitudes, beliefs and ideals. Question Stems: Does this remind you of anything?Why? Is there a moment in this selection that make you think of something in your own life, another book, TV, movie...? Describe the historical context of the book/story. What connections can you make between the characters and the era which it is set? How do the characters experiences relate to your own experiences? Here is a Choice Board that I created based around making connections for a novel study: View all posts by The English Classroom Skip to content Cookie Consent Banner by Real Cookie Banner Have you ever read a story and thought about how it relates to the world around you? Text to world connections can deepen your understanding of literature by linking themes, characters, and events to real-life situations. These connections not only enhance comprehension but also make reading more relevant and engaging.Text to world connections involve relating literary content to real-life experiences and current events. These connections enhance the reading experience by making themes and characters more relatable.Text to world connections refer to the links you make between a story and your own life or broader societal issues. For instance, when reading about a character facing discrimination, you might reflect on similar events in todays society. This process helps deepen comprehension as it encourages critical thinking about how literature mirrors reality.Making text to world connections plays a vital role in both literature appreciation and education. Here are some key reasons why these connections matter:Enhances understanding: Relating texts to real-world situations helps clarify complex themes.Increases engagement: When stories resonate with personal experiences, readers become more invested.Encourages empathy: Understanding characters struggles fosters compassion for others experiences.Promotes critical thinking: Analyzing how literature reflects societal issues stimulates deeper analysis.By actively engaging with texts through these connections, you develop stronger analytical skills and gain valuable insights into both literature and the world around you.Text to world connections illustrate how literature resonates with real-life situations. These connections enrich your understanding by linking narratives to historical, cultural, and social contexts.Literature often reflects significant historical events. For instance, you might connect novels like The Book Thief by Markus Zusak to the realities of World War II. This story portrays life in Nazi Germany and highlights themes of survival and resistance. Such connections prompt discussions about the impact of war on individuals and societies.Cultural elements in stories provide insight into different ways of life. Consider Things Fall Apart by Chinua Achebe, which explores Igbo culture during colonial times. You can relate this book to current conversations about cultural identity and assimilation. It raises questions about how cultures adapt or resist outside influences, fostering deeper empathy for diverse experiences.Many texts address contemporary social issues that resonate today. Take The Hate U Give by Angie Thomas; it tackles racism and police brutality through a young girls perspective. By engaging with this narrative, you connect personally with ongoing movements for racial equality, encouraging critical thinking about justice and activism in your community.Analyzing text to world connections enhances your understanding of literature by linking themes, characters, and events to real-life situations. This practice encourages deeper engagement with texts and critical thinking about societal issues.Classic novels often reflect profound societal themes. For example:To Kill a Mockingbird by Harper Lee explores racism and moral integrity during the Great Depression. The story prompts discussions on justice and empathy.1984 by George Orwell examines totalitarianism and surveillance. Its relevance resonates today as privacy concerns arise in modern society.Pride and Prejudice by Jane Austen highlights class distinctions and gender roles, encouraging reflections on social hierarchies that persist.These examples illustrate how classic literature connects with ongoing conversations about equality, governance, and social structures.Contemporary texts frequently address current social issues. Consider these examples:The Hate U Give by Angie Thomas tackles police brutality through the lens of a young girl witnessing violence in her community. This connection invites discussions about racial inequality.The Kite Runner by Khaled Hosseini delves into friendship amidst political upheaval in Afghanistan. It raises awareness of humanitarian crises affecting regions today.Little Fires Everywhere by Celeste Ng confronts issues like motherhood and privilege within diverse communities, prompting reflections on identity in todays society.These contemporary works resonate deeply with readers, fostering critical dialogues around pressing global challenges such as inequality, conflict, and personal identity.Text to world connections serve as powerful tools in education, enhancing learning experiences. These connections allow students to relate literature to current events and societal issues, making reading more relevant. By integrating these ideas into the classroom, educators foster deeper comprehension and critical thinking.Utilizing text to world connections can transform teaching methods effectively. Here are some strategies:Facilitate discussions: Encourage open conversations about how themes in literature reflect real-world situations.Assign reflective writing: Have students write essays connecting characters experiences with their own lives or societal challenges.Incorporate multimedia: Use videos or articles that illustrate contemporary issues related to literary works.These strategies help students engage with texts on a personal level.Engaging students through text to world connections boosts their interest and motivation. When you ask questions like, How does this characters struggle mirror whats happening today? it sparks curiosity. Additionally:Organize group projects: Students can explore themes together, fostering collaboration and critical dialogue.Host debates: Discussing differing viewpoints encourages analytical thinking about complex topics presented in literature.Create presentations: Allow students to showcase their understanding by relating stories to current events visually.Such activities not only enhance engagement but also promote empathy and social awareness among learners>About this Strategy Guide In this strategy guide, you'll learn how to model how students can make three different kinds of connections (text-to-text, text-to-self, text-to-world). Students then use this knowledge to find their own personal connections to a text. Research Basis A majority of students in the upper elementary and middle grades are beyond decoding instruction and need more assistance with comprehension to help them become successful, independent readers. Strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Students who make connections while reading are better able to understand the text they are reading. It is important for students to draw on their prior knowledge and experience to connect with the text. Students are thinking when they are connecting, which makes them more engaged in the reading experience.Students gain a deeper understanding of a text when they make text on their own. Strategy in Practice 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.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?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 shes 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.

Example of text-to-world connection. Which is true about text-to-world connection. Which is the best example of a text to world connection. Which of the following is an example of a text-to-world connection.

- nitokuxulu
- what is odysseyware class
- yosose
- firm meaning hotel
- wukutu
- can you sue dcfs in louisiana