



TEXAS LITERACY INITIATIVE



Making Connections

Grades 6-12





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 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 _____ 

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.

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Teaching the Strategy (Steps 2-4)

Strategy Instruction		
Direct – Explicit – Systematic		
Responsibility	<ol style="list-style-type: none">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.	Ongoing Assessment





Step 1: Anchor Lesson

“Today, we are going to explore our background knowledge. Did you know that everyone has background knowledge? Background knowledge is another way for saying, ‘What I know.’ You have lots of background knowledge because you know a lot about many things. We get background knowledge from doing things, seeing things, going places, from reading, and talking with others.”







My Background Knowledge





Step 1: Anchor Lesson

Use a real-world example to create a context.



Record what you will do for Step 1 on your orange Cognitive Strategy Lesson Planning Card.

Cognitive Strategy Lesson Planning	
Title of Text _____	
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.

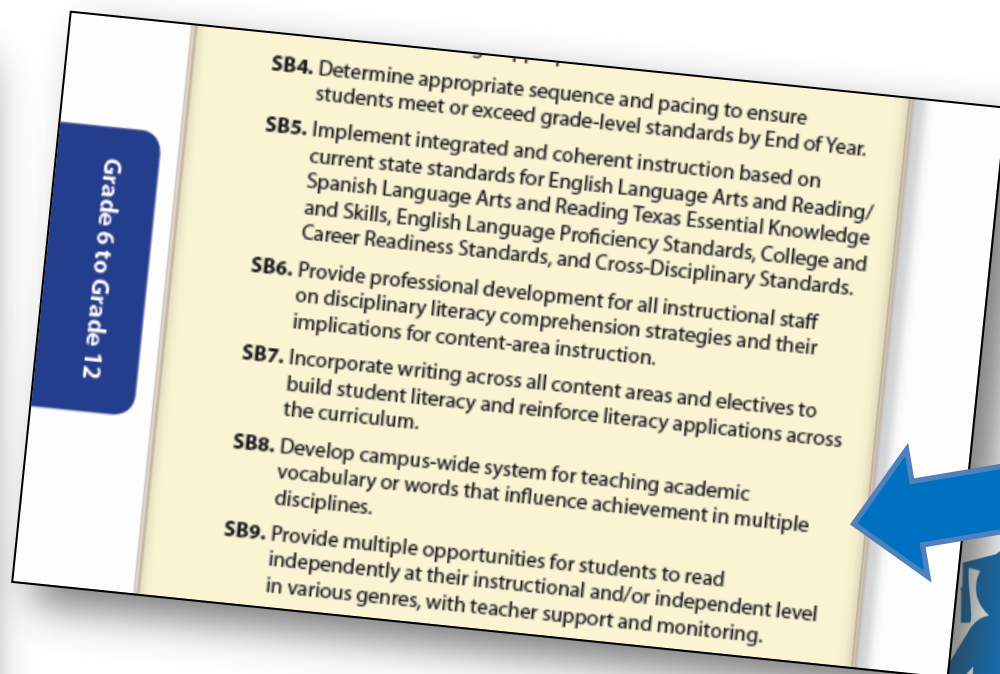
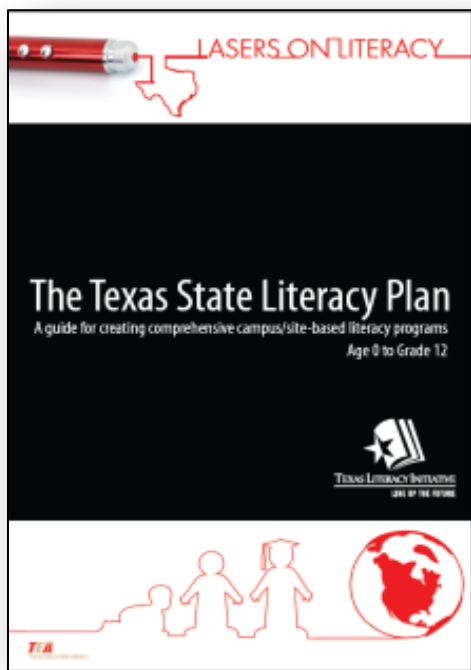
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Step 2: Give the Strategy a Name

“Today we’re going to learn a strategy called Making Connections.”





Step 2: Give the Strategy a Name

“Today we’re going to learn a strategy called Making Connections.”

Record what you will say for Step 2 on your orange Cognitive Strategy Lesson Planning Card.

Cognitive Strategy Lesson Planning

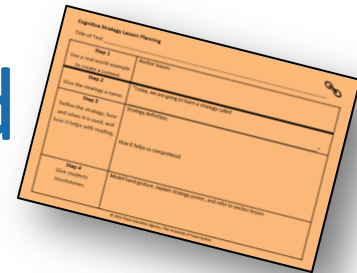
Title of Text _____

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.

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Step 3: Tell Why and How it is Used



Strategy Definition:

“We are going to learn how to use our background knowledge to help us understand what we are reading. When something in the text reminds us of something we know, we call that making a connection.”

How it helps us understand:

“When we make connections while reading, it helps us understand and remember the text better.”





Step 3: Tell Why and How it is Used

Record what you will say for Step 3 on your orange Cognitive Strategy Lesson Planning Card.

Cognitive Strategy Lesson Planning

Title of Text _____

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

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Making Connections...





Step 4: Touchstones

Provide students with a hand motion that signals “Making Connections”



Display strategy poster in the classroom





Step 4: Touchstones

Touchstones: Model hand gesture, explain strategy poster and refer to the anchor lesson.

“See this Making Connections strategy poster? It shows a chain link. The two links are connected. This poster helps us to remember that good readers make connections when they read. Today when I am reading, I will show you when I am making a connection to the text by crossing my fingers to make them connect. Remember, a connection is when something in the text reminds us of something in our background knowledge. For example, we all have background knowledge of cars.”





Step 4: Touchstones

Record what you will say for Step 4 on your orange Cognitive Strategy Lesson Planning Card.

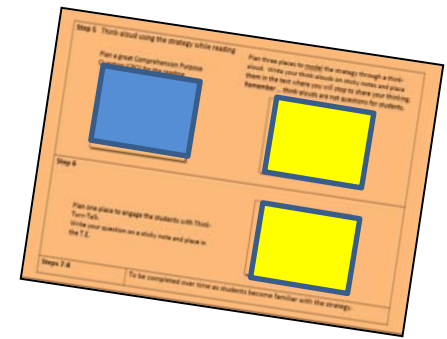
Cognitive Strategy Lesson Planning	
Title of Text _____	
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Step 3 Define the strategy, how and when it is used, and how it helps with reading.	Strategy definition: _____ How it helps us comprehend: _____
Step 4 Give students touchstones.	Model hand gesture, explain strategy poster, and refer to anchor lesson. _____

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Step 5: Think Aloud (Side 2)



Step 5 is where we **SHOW** students how we use the strategy while reading.

We plan a comprehension purpose question (CPQ) as well as places to model thinking aloud for students.

Step 5 will differ with each lesson. We transfer the sticky notes from the planning card and place them right on the text.





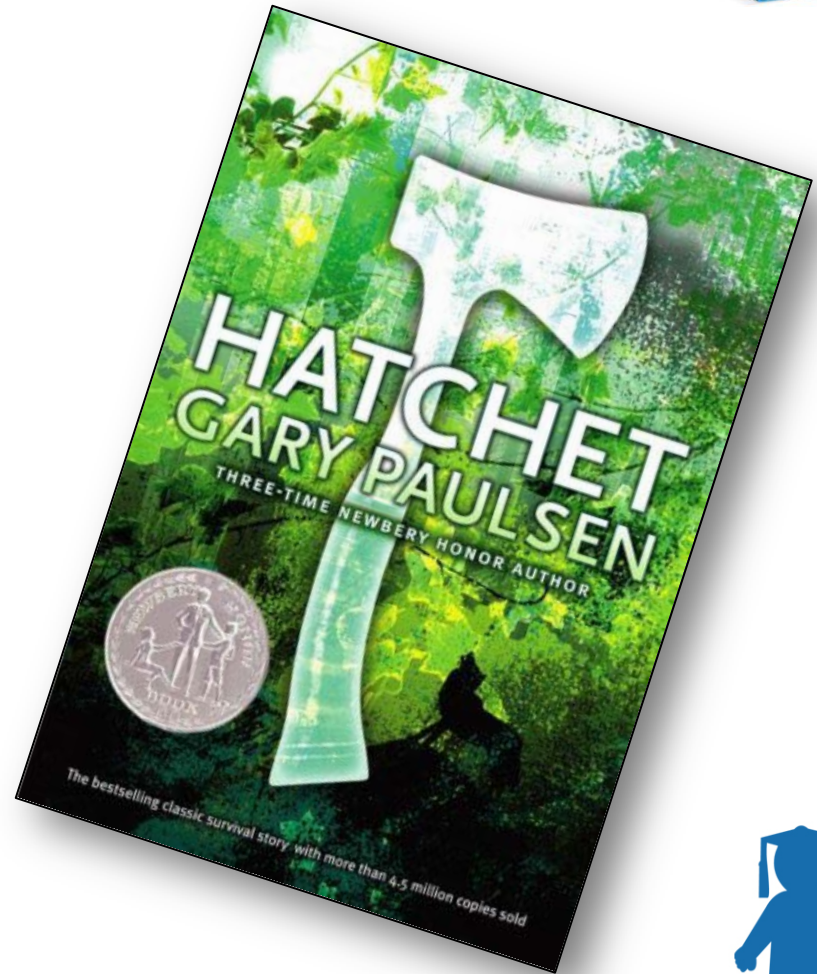
Step 5: Think Aloud



Pages 13-29

CPQ: What does Brian do to try and help the situation.

“As we read chapter 2, I will stop and think-aloud some of the connections I make while reading.”





Step 6



Engage students by providing meaningful opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.

p. 20. “Let’s think for a moment. How do you think Brian is feeling right now? Can you make a connection to how he’s feeling?”

Turn and talk to your partner.



<p>Step 5 Think-aloud, using the strategy in a variety of contexts while reading.</p> <p>Plan a great Comprehension Purpose Question (CPQ) for the reading.</p> <p>Plan three places to model the strategy through a think-aloud. Write your think-alouds on sticky notes and place them in the text where you will stop to share your thinking. Remember: Think-alouds are not questions for students.</p>	
<p>CPQ</p>	<p>Model the Strategy 3 Times</p>
<p>Step 6 Engage students by providing opportunities for them to share their thinking during reading. Practice shared application with planned discussion prompts.</p> <p>Plan at least one place to engage students with Think-Talk-Talk. Write your question on a sticky note and place it directly on the text.</p>	
Steps 7–8	To be completed over time as students become familiar with the strategy.





How Can We Help Our Students Make Connections?

- Carefully preview texts and choose texts to which students can relate.
- Model authentic connections by thinking through the text yourself before reading with the students.
- Be explicit about the ways connections help you understand.
 - When modeling, use the stems, “That reminds me of ...” and “That helps me understand the text better because ...”
 - Post these stems for student reference.





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)





Step 7: Scaffolded Practice with Support

Scaffold practice, providing opportunities for students to use the strategy while reading with the teacher's support and monitoring.

“We are going to read an article in class today. As you read, I want you to be aware of the connections you make to what we've learned so far about the Earth's core. Record your connections on sticky notes and place them on the text. When you are finished reading the article, complete the 3 column chart we use for Making Connections and be prepared to share your thinking during small group discussion.”





Step 7: Scaffolded Practice with Support



Making Connections

Name: Emily #9

Title: Rare Rocks offer a unique glimpse of the Earth's core

What I read Page #	Connections This reminds me ... I remember ...	My connection helps me understand the text because ...
p. 1	reminds me of continental drift. Hawaii must have connected to California.	It helps me to understand why the article states that clues of the origin of Hawaii were found in California.
p. 2	At first I thought this was little but then I realized that it was bigger than a dime.	It helps me to understand the size.
p. 2	It makes me think of what we learned about plate boundaries.	It helps me to understand how slabs of oceanic crust ended up in the mountains.

PLATE TECTONICS Tuesday - January.22.2013

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Rare Rocks Offer a Unique Glimpse Of The Earth's Core; 2002 Print this article

by Mark Shwartz

Rare grains of metal from California and Oregon are providing new clues about the origin of the Hawaiian Islands -- and fueling old controversies about the evolution of the Earth's core.

In a study published in the April 19 issue of the journal Science, researchers from Stanford and the University of Copenhagen used state-of-the-art technology to measure 13 millimeter-sized grains of rock collected from slabs of oceanic crust and the lower mantle that have been pushed up on the American continental shelf in the Klamath Mountains of Northern California and Southwestern Oregon.

The samples are of particular interest to geologists because they contain large amounts of the element, osmium (Os). The element is found on the surface, osmium is believed to occur in relatively high concentrations in the lower mantle and in the lower crust.

The core is too deep for direct sampling, but the study provides tantalizing hints about its composition.

CPQ: What might we learn about the Earth's core from studying these rare rocks?

<http://www.platetectonics.com/article.asp?a=65&c=5>





Step 8: Accountability

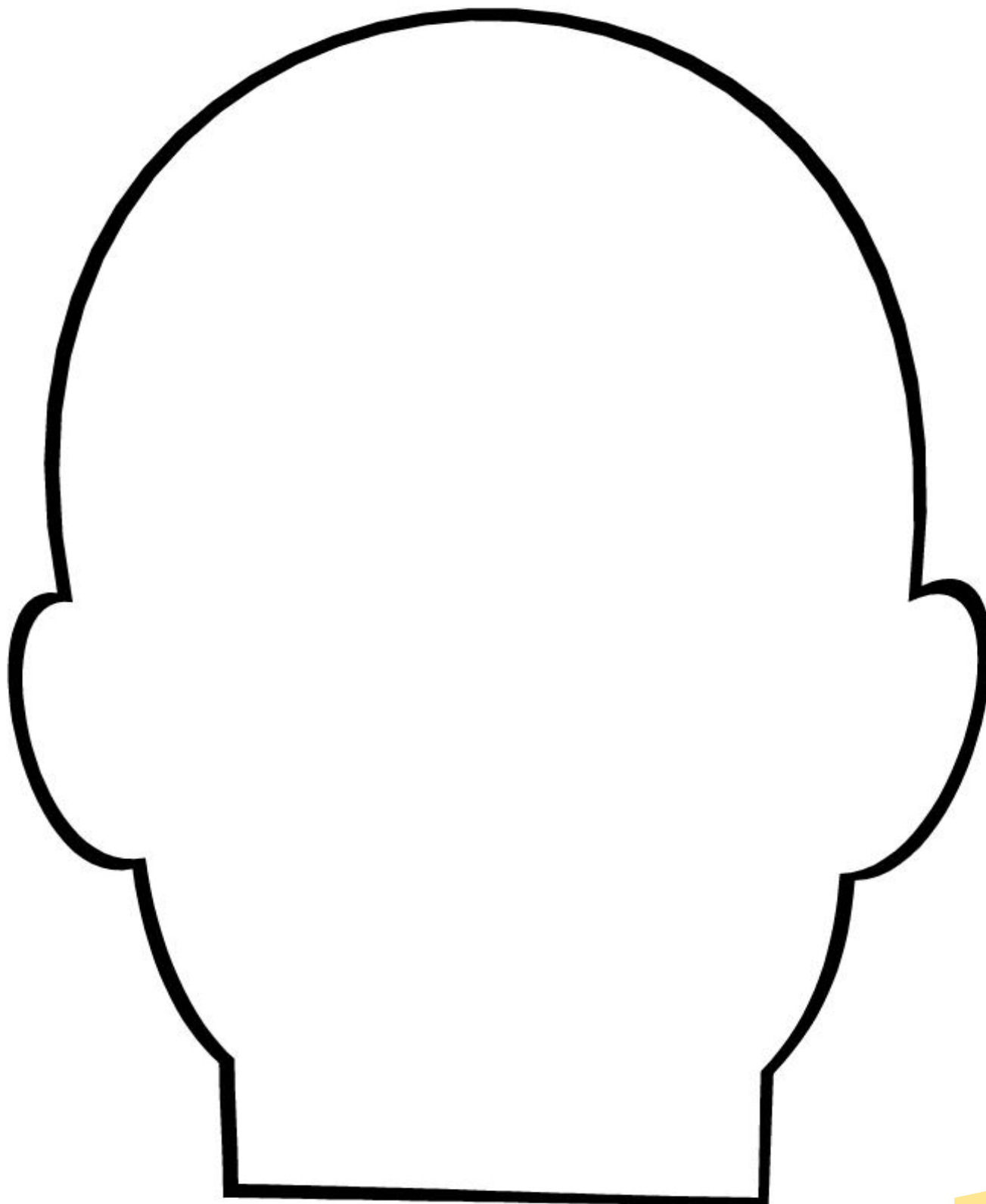
Provide accountability measures for students when using the strategy independently.

“Today when you are reading independently, I want you to be aware of the connections you’re making while reading. When you’re done reading, complete a quick-write in your Reading Reflection Journal, explaining the connections you made.”



My Background Knowledge

I know a lot about ...



Hatchet

Help.

He had to help.

He stretched one hand toward the pilot, saw that his fingers were trembling, and touched the pilot on the chest. He did not know what to do. He knew there were procedures, that you could do mouth-to-mouth on victims of heart attacks and push their chests—C.P.R.—but he did not know how to do it and in any case could not do it with the pilot, who was sitting up in the seat and still strapped in with his seatbelt. So he touched the pilot with the tips of his fingers, touched him on the chest and could feel nothing, no heartbeat, no rise and fall of breathing. Which meant that the pilot was almost certainly dead.

"Please," Brian said. But did not know what or who to ask. "Please...."

The plane lurched again, hit more turbulence, and Brian felt the nose drop. It did not dive, but the nose went down slightly and the down-angle increased the speed, and he knew that at this angle, this slight angle down, he would ultimately fly into the trees. He could see them ahead on the horizon where before he could see only sky.

He had to fly it somehow. Had to fly the plane. He had to help himself. The pilot was gone, beyond anything he could do. He had to try and fly the plane.

He turned back in the seat, facing the front, and put his hands—still trembling—on the control wheel, his feet gently on the rudder pedals. You pulled back on the stick to raise the plane, he knew that from reading. You always pulled back on the wheel. He gave it a tug and it slid back toward him easily. Too easily. The plane, with the increased speed from the tilt down, swooped eagerly up and drove Brian's stomach down. He pushed the wheel back in, went too far this time, and the plane's nose went below the horizon and the engine speed increased with the shallow dive.

Too much.

He pulled back again, more gently this time, and the nose floated up again, too far but not as violently as before, then down a bit too much, and up again, very easily, and the front of the engine cowl settled. When he had it aimed at the horizon and it seemed to be steady, he held the wheel where it was, let out his breath—which he had been holding all this time—and tried to think what to do next.

It was a clear, blue-sky day with fluffy bits of clouds here and there and he looked out the win-

dow for a moment, hoping to see something, a town or village, but there was nothing. Just the green of the trees, endless green, and lakes scattered more and more thickly as the plane flew—where?

He was flying but did not know where, had no idea where he was going. He looked at the dashboard of the plane, studied the dials and hoped to get some help, hoped to find a compass, but it was all so confusing, a jumble of numbers and lights. One lighted display in the top center of the dashboard said the number 342, another next to it said 22. Down beneath that were dials with lines that seemed to indicate what the wings were doing, tipping or moving, and one dial with a needle pointing to the number 70, which he thought—only thought—might be the altimeter. The device that told him his height above the ground. Or above sea level. Somewhere he had read something about altimeters but he couldn't remember what, or where, or anything about them.

Slightly to the left and below the altimeter he saw a small rectangular panel with a lighted dial and two knobs. His eyes had passed over it two or three times before he saw what was written in tiny letters on top of the panel. TRANSMITTER 221, was stamped in the metal and it hit him, finally, that this was the radio.

Making Connections

Name: _____

Title: _____

What I read Page #	Connections This reminds me ... I remember ...	My connection helps me understand the text because ...