

## READING Strategy → Making Connections

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### Reading component

### Comprehension

#### Overview of the strategy

Three types of connections discussed by Keene and Zimmermann — text-to-self, text-to-text, and text-to-world — provide a way for students to articulate comprehension. The teacher models by thinking aloud and labeling the types of connections. Students respond by thinking aloud and/or writing their connections.

#### Strategy procedure

1. Choose and distribute a text rich in connections. Display and/or distribute the Connections Guide (shown below).
2. Read aloud and pause to articulate and label the first connection. Continue reading and pausing to demonstrate and articulate the other types of connections. Ask students to share any connections they may have, and help them label these connections.
3. Distribute the Connections Worksheet (shown below) and a text on a very familiar subject and within the students' independent reading level. Have students read, record, and label several connections to the text, either individually or with partners.
4. Discuss students' connections in small groups or with the whole class.
5. Repeat often with a variety of texts.

Connections Guide		
Connections Label	Definition	Example
<b>Text-to-self</b>	The text reminds the reader of something in his own background.	An older character may remind the reader of a grandparent. An incident in the text may remind the reader of something from his/her experiences.
<b>Text-to-text</b>	The text reminds the reader of another text previously read.	Prose may remind the reader of a poem or a song. A stereotypical character may remind the reader of another such character.
<b>Text-to-world</b>	The text reminds the reader of events in the real world.	An event in the text may be similar to an event in the news or history.

Connections Worksheet		
My connection	Short quote (page #)	Label

#### Source

- E. O. Keene and S. Zimmermann, *Mosaic of Thought* (Portsmouth, N.H: Heinemann, 1997).