Christina S. Heflin Suzanne Warner
ED463uay18 Reading Strategies for All Content Areas
Reading Strategies #6 500 Level/3 Quarter Credits

**Objective:** Using an informational text from Benchmark Literacy’s Unit 1: Government for the People, students will practice making Text to Self, Text to Text, and Text to World connections.

**Supplies Needed**

* Unit One: Government for the People
* Make Connections Bookmark (Purchased from TPT seller What I have Learned)
* Pencil
* Highlighter
* Large piece of construction paper (15)
* Chart paper

**GLAD Strategies**

* Sentence Patterning Chart (rules)
* Comparative Input Chart
* Cognitive Content Dictionary
* 10/2
* T-Graph (See/Hear)

**Introduce Vocabulary**

|  |  |  |
| --- | --- | --- |
| opinions | accomplished | community |
| conflicts | ensure | avoid |

Discussion of the vocabulary words above should be done in the week prior to the beginning of this lesson. This will ensure that students will have time to practice using the words before seeing them in the text. This can be done by using a Cognitive Content Dictionary.

**Introduction of the Lesson**

“During our SEI time together each morning, we talk about a lot of different things. Has anyone noticed that, when we talk about something, other people raise their hand and want to tell a story, adding to what we are talking about and how something similar has happened to them? When you are doing this, you are making a connection to yourself, based on what the topic of discussion is for the day. Today, we are going to look at an informational text passage in our Close Reading books, that we are going to connect with in 3 different ways: Text to Self, Text to Text, Text to World.”

Hand out the bookmarks students will be using for today’s lesson, as well as using as a resource for other lessons and as students read independently. Have students read through the bookmark with their neighbor. Do they have any questions? Do they notice anything?

**Scan the Text**

Students will scan the text, highlighting the 6 vocabulary words they have previously learned. Turn to your neighbor and tell them what the words mean, including an example of each word.

**Think Aloud – Teacher**

“The title, ‘Robert’s Rules of Order’ makes me think about rules (expectations) we have in our classroom. I wonder what kind of **order** the author is talking about . . . A sequence of something or a way to keep peace and organization?”

**Lesson**

* Read the 1st paragraph together. Can we make a text to world (classroom) connection here?
	+ The text says, “Only one person at a time may speak.”
* Read the remaining 3 paragraphs together.
* When finished, ask students to write a question in the “Notes” section, that you could ask someone about the text, which could be answered from reading this text.
* Have students turn to their neighbor, and take turns asking and answering their question.

**Making Connections**

* Text to Self: How do you feel when you are interrupted, or you have your hand up and someone shouts out the answer?
* Text to Text: We read a book recently, My Mouth is a Volcano by Julia Cook. Can you make any connections between the book and the text we just read?
* Text to World: Can you connect what we read in this text to expectations in our classroom? Can you connect what we read in this text to why we need rules in our community?

Have students share their connections, using the sentence frame on their bookmark.

**Cooperative Learning**

* Have students, working in pairs, create a “Comparative Input Chart”, comparing what our classroom would be like with rules vs. without rules.

**Wrap-Up**

What type of **order** was the author talking about in the title of this text (source)?

What makes this an informational text?

As a class, create a T-Graph titled “Expectations”. Have students think about the positive reasons to have expectations in our classroom. Ask them what we will see and hear in a classroom with expectations, that allow for student learning.

**Thoughts Around Implementation**

We have not begun this unit yet, so this lesson is in preparation for when I teach this unit in October. However, it was very powerful to take a passage from our student book, choose a reading strategy, and prepare a lesson around this strategy. In addition, it was easier than I thought it would be. My plan is to have these strategies in front of me, as I plan a lesson for each week. This will ensure I am mindfully and purposefully teaching these strategies to my students, while still using the required, adopted curriculum.

The sentence frame on the bookmark will be a great tool for all students, but especially for our ELD student. The use of sentence frames are embedded into many of our lessons in all content areas.

My goal this year is to really lead my class in the use of cooperative learning. It is something I use sparingly, because I like a quiet, orderly classroom. Cooperative learning, though, has so many benefits. My goal is to practice and reinforce the positive, cooperative learning experiences we do have, as well as redirect/reteach what needs to change, so that we can maximize these learning opportunities.

In addition, I want my students to know that this lesson is to teach a reading strategy; not the text information. There will be no quiz on the information. We are practicing a strategy that they can use when reading a variety of texts.