

# Comprehension Strategies: Making Connections

**Making Connections** enables readers to comprehend text by making strong connections between their prior knowledge and the new information presented in text.

**Text to Self:** a link established between the text and the reader's own life.

**Text to Text:** a link established between two sections of the same book or another piece of literature.

**Text to Wider World:** A link between the text and knowledge derived from another source- films / environment.

## 1. LEARNING OUTCOMES for Making Connections

The pupils will be enabled to:

- **Draw on personal experiences**, other texts and background knowledge to deepen their understanding of the topic being read and the characters encountered
- Identify the three types of connections
- Understand that his/her own **personal experiences** and knowledge impact on their understanding of the text.
- Use their connections for **other strategies** such as predictions and inferring.
- Identify areas where they lack the prior knowledge necessary to fully understand the text and **identify the means of rectifying** that situation.
- **Cross-curricular application of skills**



## 2. Some Activities for Making Connections

- **Connecting with the text – Debriefing:** Children mark areas in the text with post it notes / pencil mark to show places in the text with which they have made a personal connection i.e. own experience, previous reading material, similar characters. e.g.: *I am going to look back at the places where I made connections – what types of connections did I make here? Were there any places where I was confused because I didn't have a schema to understand? What did I do in that case? How did making connections help when I was reading the story?*
- **Before and After Chart:** Information is organised on a chart into 3 columns
  - What we know before reading the text
  - What we now know after reading the text
  - What other information we would like to find out
- **Think and share:** children list key events in the story on one side of a page/chart. Each child takes on a character from the text and considers how this character was feeling during each event. These thoughts are recorded on the right hand side opposite the particular event.
- **What's in a Text? :** A group of children are given a common text to read. Teacher provides a list of questions about the text which encourage children to make connections with other texts i.e. What other texts have you read that were fairytales? What do you know about fairytales? What kind of characters are found in fairytales?