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## What is text to self

Print this home page » Professional development » Strategy guide Strategy Guide Research Based Strategy Practice Related Resources In this strategy guide, you will learn how to model how students can make three different kinds of relationships (text to text, text to yourself, text to the world). Students then use this knowledge to find their personal connections to the text. Most students in the upper primary and middle classes are not decoding instruction and need more help with understanding to help them become successful, independent readers. Strategic reading allows students to monitor their thinking and make connections between texts and their experiences. Students who make connections while reading can better understand the text they read. It is important that students use their previous knowledge and experience to contact the text. Students think when they connect, so they get more involved in the reading experience. Students gain a deeper understanding of text when they have authentic connections. However, teachers need to know how to show students how text binds to their lives, the next text they read, or the world they know. In this strategy guide, you'll learn how to model your students' relationships with themselves, text to text, and text with the world so they can start making personal relationships with text independently. Before you practice this policy in the classroom, create a list of personal relationships with specific text for which you will model this policy. Explain to students that you intend to practice an understanding strategy on how to establish relationships to find ways students can personally relate to text. Invite students to think about these questions. You can choose to write them on the board or chart document so that students can see them. Focusing on text-to-yourself connections: What do you like this story? Can you link to history characters? Does anyone in this story remind you of anything in your own life? Attention to text-to-text relationships: what does this remind you of in another book you have read? How does this text resemble other things you have read? How is this text different from other things you have read? Focusing on text-world connections: What does this remind you of in the real world? How do events in this story resemble things that happen in the real world? How are events in this story different from things that happen in the real world? Using Making Connections posters (Text with you, Text-to-text, and Text to the world as visual tools, three types of connections are delivered: Text with you, Text-to-Text, and Text to the world Explain how readers often make connections to the story to better understand the text. Use a loud-thinking strategy to model how to establish each type of relationship using a list of personal relationships with specific text. Be sure to emphasize the connections that actually help improve your understanding of the novel and others that are just there. Examples to share with students. Invite students to share some quick examples of both kinds of relationships and explain why some can help you understand the text more than others. A good connection that increased understanding: When I was in second grade, I moved to a new school like Shirley did. I remember feeling like everyone ignored me and was missing my house, so I can relate to what she's going through. Surface level connections that are just there: Shirley likes the Dodgers. me too. Once you're sure students understand the connections well, let them start listing their relationships with text using a double entry log and then expand your connections to the planning web. Finally, students can organize and write essays about the connection to the text using an interactive essay map or choose another student interactive that you will use when creating a project based on a connection to the text. Lesson plans Prints Other strategy guides TEXT-TO-SELF CONNECTIONS Relationships are one of the strategies to improve reading understanding. It is important that students understand the concept of activating previous knowledge if they want to succeed in implementing this strategy. Text-to-self connections are very personal connections that the reader enstils between a piece of reading material and the reader's own experience or life. An example of a text-to-yourself connection may be: This story reminds me of the holiday we took to my grandfather's farm. Explain to students that you intend to practice an understanding strategy on how to establish relationships to find ways students can personally relate to text. Invite students to think about these questions. You can choose to write them on the board or chart document so that students can see them. Focusing on the connections text with you; here are examples of good connections that raise awareness: What does this story remind you of? You can write: When I was in second grade, I moved to a new school, as Shirley did. I remember feeling like everyone ignored me and was missing my house, so I can relate to what she's going through. In a particular event in history? If so, you can write: a part of the story where ... reminds me of the time ... Does anyone in this story remind you of anything in your own life? If so, you can write: I know how ... felt because I How do you use your feelings to remember the experience? You can write: I could taste the sticky peanut butter and grape jelly sandwich Sam was eating because this is my favorite sandwich. I tied it on peanut butter and then I use a spoon... From Florida Online Reading Professional Development Website: Mapping (September 2004) (Created by Zygoiris-Coe, V. & Glass, C., 2004) Rationale: Schema theory explains how our past experience, knowledge, emotions and understanding affects what and how we learn (Harvey & Goudvis, 2000). The scheme is the background of knowledge and experience readers brings to the text. Good readers build on past knowledge and experience to help them understand what they're reading, and thus they can use this knowledge to communicate. Struggling readers often move directly through text without stopping to consider whether the text makes sense based on their background knowledge, or whether their knowledge can be used to help them understand confusing or complex material. By teaching students how to connect to text, they can better understand what they are reading (Harvey & Goudvis, 2000). Access to previous knowledge and experience is a good start in teaching strategies, as each student has the experience, knowledge, opinions and emotions to build on. Keene and Zimmerman (1997) concluded that students better understand when they make different kinds of connections: Text-to-self text-to-text-to-world text-to-self connections are very personal connections that the reader makes between reading a piece of material and the reader's own experience or life. An example of a text-to-yourself connection may be: This story reminds me of the holiday we took to my grandfather's farm. Sometimes reading readers are reminded of other things read, other books by the same author, stories of a similar genre, or perhaps the same subject. These types of relationships are text-to-text relationships. Readers gain insights into reading by thinking about how the information they read connects to another familiar text. This character has the same problem that I read about the story last year, would be an example of text-to-text communication. Text-world connections are larger connections that the reader brings to the reading situation. We all have ideas about how the world works that transcends our own personal experiences. We learn about things on TV, movies, magazines and newspapers. Often it is the text that teachers try to strengthen in the world by teaching science, social studies and literature lessons. An example of the connection between text and the world would be when the reader says: I saw a television program that talked about the things described in this article. Cris (2000) offers reasons why joining text helps readers: It helps readers understand how the characters feel and what their actions are motivated. This helps readers have a clearer picture of their mind as they read, making the reader more involved. It keeps the reader from boring reading. It sets the purpose of reading and keeps the reader focused. Readers can see how other readers connect to the reading. This forces readers to actively engage. This helps readers remember what they have read and ask questions about the text. How to use the strategy: To use this strategy effectively, teachers should take the time to model students on how to make meaningful connections. The easiest connection to teach is text to yourself. Teachers should initially model the relationship with themselves with choices that are relatively close to the student's personal experience. The basic phrase that prompts text to communicate with you is something that reminds me... Teachers should also model how to establish text-to-text relationships. Sometimes, when we read, we are reminded of other texts that we have read. Encourage students to consider the diversity of texts they have experienced that will help them understand the new selection. Finally, teachers should model how to connect with text with the world. If teachers suspect that students may lack the ability to establish meaningful relationships, they will need to teach in the classroom to bridge the gap between reading experiences and author's assumptions. The creation of the necessary knowledge is a very important tool in providing support to the text world and can be used to pre-empt the failure of reading. Harvey and Goudvis (2000) caution that just making contact is not enough. Students can make tangential relationships that can distract them from text. Throughout the course of teaching, students must be challenged to analyze how their connections contribute to their understanding of the text. Text relationships should help you understand text. Here are some examples of how to combine statements that students can use as a link, or teachers can use them as prompts for discussion in the classroom. This part reminds me .... I felt like... (symbol) when I..... If that happens to me, I... This book reminds me... (other text) because.... I can relate to... (part of the text) because once .... Something like this happened to me when.... Here 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 does this look like in my life? What's the difference with my life? Have I ever seen anything like this? 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 I have read? How this text is similar to the rest I've read What's the difference with the other books I've read? Books? I've read about something like this before? Text-to-world: What does this remind me of in the real world? How does this text look like things that happen in the real world? What's the difference with things that happen in the real world? How did that part relate to me around me? Idea assessment: A communication strategy will help teachers evaluate how students use advance knowledge to understand text. As for informal assessment, teachers can use the organisers to gain insights into students' relationships when they read. The continued use of this simple strategy will allow teachers to provide additional (differentiated) guidance and support to students in need of additional training. Teachers will also be able to plan further training. This strategy can be used with various texts. Another opportunity to evaluate this strategy is the main point of the interview found in Mosaic Thought (Keene & Zimmerman, 1997). This assessment may take the same as an interview or in writing. The main point of the interview evaluates the student's ability to use the strategy over a few issues. Students' answers are pocketed using a rubric. Links Buehl, D. Understanding Teaching Learning Activity Articles: A Way That Reminds Me... Retrieved October 6th, 2004 from Online Reading Professional Development (2004). Lesson 8: Scaffolding students understand and guiding students toward independence reading. University of Central Florida, Orlando, FL. Harvey, S. & Goudvis, A. (2000). Strategies that work: Understanding teaching to improve understanding. Portland, ME: Stenhouse. Keene, E. & Zimmerman, S. (1997). A mosaic of thought. Portsmouth, NH: Heinemann. Tovani, C. (2000). I read it, but I don't get it: Understanding strategies for teen readers. Portland, ME: Steinhhouse. Steinhouse.

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