

Lesson 6: Making Connections

Newspaper Focus: News and Feature Stories, Editorials and Opinion Columns

Background – Readers who comprehend well make connections between the text they read and their prior knowledge and experiences. Students who struggle with comprehension often approach reading passively; they do not actively engage with the text and make the connections between what they already know and new information. In this activity, students are directed to make connections between themselves and the text. With practice, they can learn to make these connections automatically.

5-8 English Standards

A. PROCESS OF READING

2. Reflect on what has been discovered and learned while reading, and formulate additional questions.
8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).

B. LITERATURE AND CULTURE

1. Demonstrate an understanding that people respond to literature in different and individual ways.
9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

C. LANGUAGE AND IMAGES

1. Form conclusions regarding formal, informal, and other varieties of language use, based upon experience.
5. Produce and support generalizations acquired from informational text.

E. PROCESSES OF WRITING AND SPEAKING

3. Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.

9-12 English Standards

A. PROCESS OF READING

1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.
2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.

B. LITERATURE AND CULTURE

3. Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.
8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.

D. INFORMATIONAL TEXTS

3. Use discussions with peers as a way of understanding information.
6. Explain how new information from a text changes personal knowledge.