**Reading Strategy**

**Connecting the New to the Known**

**Purpose**

* Increase student comprehension by helping students make connections to what they are reading
* By making connections, students are able to hold on to their thinking which can later be used to support points in a discussion or in their writing

*As a teacher, take time to notice how you make use of existing knowledge. Do you jog your memory before you read? Do you make connections as you read? Do you use these connections to help yourself visualize or infer? Ask yourself how your reading changes when you have a lot of information about the topic versus little or none. By noticing your processes as a reader who connects existing knowledge to new knowledge, you will be well on the way to teaching your students how to use the same strategy.*

**Directions**

* Model for students how you make connections while you read an excerpt from a novel, a professional article, or a section of a textbook.
* Provide the students with a copy of an article or an excerpt from a novel with your notes in the margin of the connections you made.
* Ask students to record the connections they make as they are reading by writing on a sticky note and including it next to the section of the reading, or writing it in the margin if it’s a copy of an article/reading. In addition to sticky notes or writing in the margin, attached please find worksheets that can be used to help students capture their connections.
* After the reading, ask students to share the connections they made and reflect on how it helped them better understand what they were reading.

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I Read it, but I Don’t Get It, by Cris Tovani