

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## **Georgia Performance Standards Task for English Language Arts – GRADE 1**

**Grade:** 1st

**Title:** Making Text-to-Self Corrections

Title Annotation:

Making connections is a foundational strategy that supports comprehension. In order to make connections, a reader must understand what is being read. Making connections to a text provides the reader with an attachment to a story. Debbie Miller, the author of Reading with Meaning, says, "I'll probably always remember The Relatives Came because of all the connections I make while reading it." Students need to have a model of how to make meaningful connections in order to independently apply this strategy. The text must be carefully and purposefully selected. In this lesson, the teacher will model and then gradually release the responsibility to the students.

**Focus Standard:**

ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- a. Reads and listens to a variety of texts for information and pleasure.
- d. Retells stories read independently or with a partner.
- f. Makes connections between texts and/or personal experiences.
- h. Self-monitors comprehension and rereads when necessary.
- l. Recognizes plot, setting, and character within texts, and compares and contrasts these elements among texts.

ELA1W1 The student begins to demonstrate competency in the writing process. The student

- b. Describes an experience in writing.

**The Task:**

1. Choose a book that you and your students can make personal connections to the content in the text. Read it to yourself and put sticky notes in two or three places where you can make meaningful connections.
2. Read the text to the students. Explain that you are going to make some Text-to-Self connections. Share with the students that a text-to-self connection is when a text reminds you of something in your own life. Making text-to-self connections helps you better comprehend the story.

**Georgia Performance Standards Task for English Language Arts – GRADE 1**

3. Create a chart and title it Text-to-Self Connections. Divide the chart in half lengthwise and on the top of the left column write, "What the text says," and on the top of the right column write, "What it reminded me of." As you read the book, stop at the two or three places where you have made a meaningful text-to-self connection. Share with students, "When the author said \_\_\_\_\_, it reminded me of \_\_\_\_\_." Chart your connections.

4. Send students off to independent reading with a chart similar to the chart used for the modeling. Encourage them to make text-to-self connections. See attached chart.

Have students share their connections during independent reading conferences. It may be necessary to model making connections with the student during the conference. After modeling, guide them with making their own text-to-self connections.

5. At the close of the lesson have several students share their connections. Remind students often that making connections helps us understand what we read and why we read.

Over the next few weeks, repeat this process with a variety of texts.

*This set of lessons can be applied to any of the seven habits of effective readers:*

connections  
visualizing  
questioning  
inferring  
synthesizing  
determining importance  
monitoring for meaning

Georgia Performance Standards Task for English Language Arts – GRADE 1

Student Name \_\_\_\_\_  
Date \_\_\_\_\_

*Making Text-to-Self Connections T-Chart*

The author said...	That reminds me of...

## Georgia Performance Standards Task for English Language Arts – GRADE 1

### Differentiation of Instruction

#### Readiness

The strategies suggested here may benefit students with a variety of challenges.

This lesson supports most students in its construction. Be aware that some students may take more time, some may need individual or small group instruction or reteaching, and some students will need it to be said in a different way. Be open to rewording or allowing another student to state the concept in his/her own way. This often helps students where a teacher cannot. The auditory learner will often want to say it back to you or ask you exactly what you just said. Please, refrain from saying, “I just said that,” or “I think I just went over that.” The auditory learner needs to hear him/herself say it.

Support students who struggle with expressing their opinions, ideas, or feelings by accepting their attempts, by quietly supplying an appropriate word (not a whole idea), or by listening intently and paraphrasing as closely as possible what you think they are trying to get across. Remember, by supporting students initially, we can foster their growth and development and encourage them to become risk-takers. Inappropriate correction or harsh words can destroy a child in a minute.

A specific activity that can help foster communication skills in students with significant delays is using sentence frames:

**Sentence Frames** are sentence starters on a strip or on paper written by the teacher. A sentence might be, “I feel happy because \_\_\_\_\_.” Help the student read the sentence by pointing to each word as spoken. Have the student complete the sentence verbally or with a picture. This is particularly important to support students with significant language challenges, such as non-English speakers and special education needs in the areas of expressing feelings, wants/needs, and likes or dislikes. In addition, some students may need the support of backward design.

**Backward Design** is a strategy where intense scaffolding is provided at first and then as the student accomplishes the ending steps in a procedure, the teacher backs off one step at a time so that the student is doing more and more of the task.

Example: “I feel sad because I wanted to \_\_\_\_\_.”

“I feel sad because I \_\_\_\_\_.”

“I feel sad \_\_\_\_\_.”

“I feel \_\_\_\_\_.”

### Learning Profile

**Auditory Learners** are those students who gain most of their information through sound. They are usually easy to discern because they talk to themselves as they work. When they independently read, they will read out loud. They want the directions repeated or will repeat them back to the teacher to clarify. Auditory learners may benefit from the listening center, from reading partners, and stories being read aloud by the teacher or other adult. They also need directions or instructions to be repeated and backed up a visual example or model.

**Visual Learners** are those students who want to see everything. They benefit from demonstrations, models, graphic organizers, pictures, and other representation. They will want to show the teacher what they mean rather than say it.

## Georgia Performance Standards Task for English Language Arts – GRADE 1

**Kinesthetic Learners** are those students who learn through the use of their bodies, through touch, manipulation of objects, and physically using their bodies. For example, these learners might benefit from manipulating objects to discern letter sounds or for each word in a sentence, building words and sentences using letter and/or word cards, and writing in various tactile mediums (sand, rice, beans, finger paint, or shaving cream sprayed on a desk top).

**Learners** with developmental delays can learn but at their own pace. They will benefit from the many strategies that are successful with other students. They tend to be fairly literal, concrete, and are usually slow at gaining reading and writing skills at proficient levels. Listening centers, peer readers, writing partners, and concrete examples and models are some ways to support these students. These students can become easily frustrated and often have a difficult time expressing their emotions, needs, or dislikes. Modeling how to express these requirements can be done through the Sentence Frames.

**Learners** with sensory issues are exceptionally sensitive to touch, light, sound, smells, and movement. They can often “hear” fluorescent light bulbs buzz, see the constant flickering of the computer screen, and will cover their ears with loud noises and clapping. Some students do not want to be touched or to touch objects. Others will not like perfumes, colognes, or hairspray odors. But there is hope by being creative and patient. A large umbrella suspended from the ceiling can block harsh light. Have the student face away from computer screens and reassure them when or if they react. Touch-sensitive students may need to write with a marker as it requires less pressure to hold and press down to write. A slantboard may also assist students as it requires them to apply a certain amount of pressure. Their writing is often illegible and may require some hand over hand assistance. The best resource for these types of issues is an occupational therapist. Most systems have one or contract for services through a local facility for advice. Touch sensitive students can also benefit from writing with their fingers in sand, uncooked rice, or uncooked beans such as peas or pinto beans.

**Learners with** symptoms of inattentiveness have difficulty sustaining focus on a task, being very easily distracted, wants help before applying themselves to a task, and/or “daydreaming.” Many also exhibit excessive motor activity: out of seat, blurts out, wants to be first, first volunteers for anything, acts impulsively, and/or talks continually. Some students, girls more so than boys, will be very quiet and are often overlooked as they are off thinking of other things, causing no disruption, nor demanding teacher attention. By providing a “safe space” in the classroom where a student can move to better focus, cool off, or just to move is helpful. Also, many of the strategies that are successful with visual and kinesthetic learners are useful with these students as well.

**Learners** with limited English experience are obviously going to be anywhere along the spectrum of proficiency of English mastery. Be mindful that each culture has its own way of showing respect toward adults and in responding to redirection or criticism. Many cultures **do not** look adults in the eye as it is a sign of **disrespect**. Some cultures need to “save face” when being corrected or redirected. Utilize your system’s resources to find out about the students you are responsible for, and do your own research for facts and information. For students who have recently been immersed in English (less than one year), they will need significant supports within the classroom: picture dictionaries, labeling all objects in the room, and picture/icons to accompany as many charts and graphic organizers as possible. They will need visual representation for grade level vocabulary and key words in content areas.

**Georgia Performance Standards Task for English Language Arts – GRADE 1**

**Note:** There are several sites online available for translating to facilitate home-school communication such as Alta Vista. You simply type in what you need to say and then choose the language you need it to be translated to.