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# Project Reach Each, University of Southern California

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## **Objectives of the Grant**

1. To improve the literacy comprehension skills for EACH student within a heterogeneous classroom comprised of students of economic, linguistic, and academic diverse abilities.
2. To increase the potential identification of students within the heterogeneous classroom using non-traditional methods (the literacy curriculum) to provide an opportunity for EACH student to demonstrate gifted behaviors.
3. To highlight the effectiveness and the need for continuous professional development as a means of increasing teachers' effectiveness to (a) develop greater proficiency in reading comprehension in students, and (b) to recognize gifted behaviors in children of diversity.
4. To utilize the outcomes from the project as a change agent for policy and practice in the state of California (state frameworks, funding sources, etc.).

## **Challenges and Outcomes**

- The Differentiated Curriculum “Tug of War”
- Intellectual Equity
- Participation vs. Expectations
- Policies vs. Practices
- Data Availability vs. Accessibility
- The Ripple Effect of Success

# Project Reach Each: The Spill-Over Effect

**Differentiating** Advanced Reading Skills to Gifted, English Learners, and Special Education Students

Lesson \_\_\_\_\_ Learning Centers \_\_\_\_\_ Classes

### Questioning

**TRANSFER**  
Assign Questions of the Text

- Reference selected text to generate open and closed questions to be answered by students. Discuss why open-ended questions are more difficult to answer than the text-related narrative.



**Gifted and Talented**  
Ask students to research the role of questioning in the development of a scholar or expert. Research how questioning is an important variable in research of Nobel Prizes, Pulitzer Prizes, etc.

**Special Education**  
Discuss the parallel between an open and closed gate and an open and closed question. Emphasize that an open gate allows many and varied "things" to enter. A closed gate prohibits entry or provides limited entry dependent on size, etc. Play a game where an individual is asked to define a question as either open or closed to a

**Question Chains**  
Introduce the concept of a "question chain." Describe the use of question chains as a mode of discovery in the disciplines (e.g., Scientist, Anthropologist, Historian, etc). There are two forms of question chains.

Form A	Form B
	

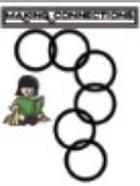
### Making Connections

**PRACTICE**  
**MAKING CONNECTIONS**

**Gifted and Talented**  
Select an excerpt from fiction or non-fiction literature. Ask students to identify an idea or relationship(s) except from the same or different resources that make connections to the original excerpt. Conduct a discussion as to why and how these or interdisciplinary connections are valid and appropriate.

**Special Education**  
Introduce and practice words that link or connect ideas:  
 • and  
 • in addition to  
 • also  
 • too  
 • like  
 • because  
 • either  
 • compare  
 • contrast

Identify when and why these words are used to connect.



### Identifying the Focus



Introduction	Application	Practice	Transfer	Individualize
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### Individualize

Choose a fiction or non-fiction text to read.

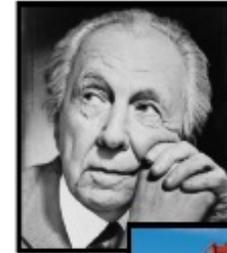
on one of these items.

- word, phrase, sentence
- problem or situation
- character
- author

Write, draw, and/or dramatize your focus.



Reading Beyond Words





# Making Connections

## OBJECTIVE

Primary: Students are introduced to the critical and creative thinking skill of making connections. Students will become familiar with the purposes and processes to make and justify or prove intra- and inter-disciplinary connections.

Secondary: Students are introduced to a variety of instructional strategies that provide the visual representation and thinking processes depicting how to make connections. Note that these instructional strategies can be used across all disciplines.

## CCSS STANDARD RELATIONSHIPS

### CCSS.ELA-Literacy.RI.3.3

*Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.*

### CCSS.ELA-Literacy.RI.3.7

*Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

### CCSS.ELA-Literacy.RI.3.8

*Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).*

### CCSS.ELA-Literacy.RL.3.9

*Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)*



# Making Connections

## MOTIVATION

- Show students a collection of pictures depicting objects that illustrate connections.



- Discuss why these objects are connected and the significance of making connections: relating, associating, and linking objects and ideas together for a purpose.
- Ask students to add-to the collection of pictures that depict ideas and objects that are connected for a purpose.

## SPECIAL EDUCATION

Introduce and practice words that link or connect ideas:

- and
- in addition to
- also
- like
- too
- because
- similar
- compare
- contrast

Identify where and why these words are used to connect ideas within stories.

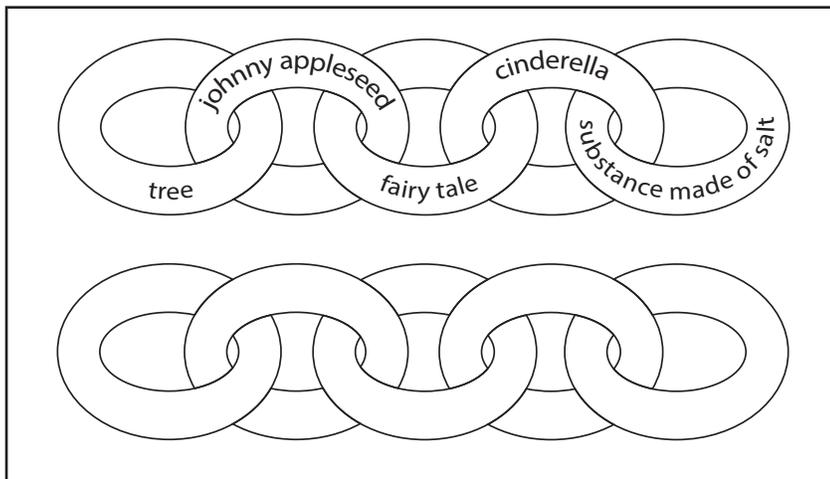


# Making Connections

## INTRODUCTION / APPLICATION

### CHAINING IDEAS

- Create a paper chain of ideas and objects that connect to each other. Ask students to state and connect one student's idea to another student's idea to form a chain. Inform students that ideas they connect can be from any subject area as long as the student can state the rationale for the connections. For example, the chain below depicts a connection between science (tree, substance made of salt) and literature (main character, genre, element or detail).



### ENGLISH LEARNERS

Making connections to something familiar allows English learners to tap into their conceptual knowledge base to learn the surface level English vocabulary and expand on familiar concepts.

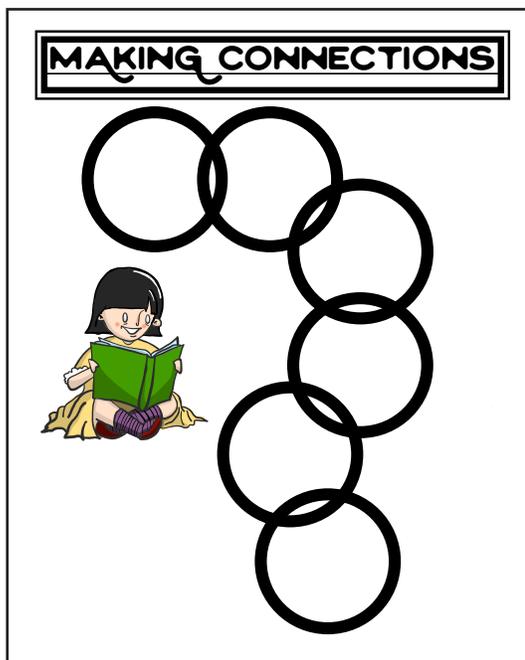


# Making Connections

## PRACTICE

### MAKING CONNECTIONS

- Introduce the “Making Connections” chart to illustrate that making connections validates and/or extends meaning or comprehension.
- Consider initiating the chain on the chart by identifying some element from the reading selection: character, theme, plot, setting as the beginning segment of the chain.
- Ask students to identify the subsequent connections and explain or justify why the connections are associated appropriately.
- Reinforce the concept that there is no one correct response; however, students are required to justify or explain their response.



## GIFTED AND TALENTED

Select an excerpt from fiction or non-fiction literature. Ask students to identify an intra- or interdisciplinary excerpt from the same or different resources that make connections to the original excerpt. Conduct a discussion as to why and how the intra- or interdisciplinary connections are valid and appropriate.

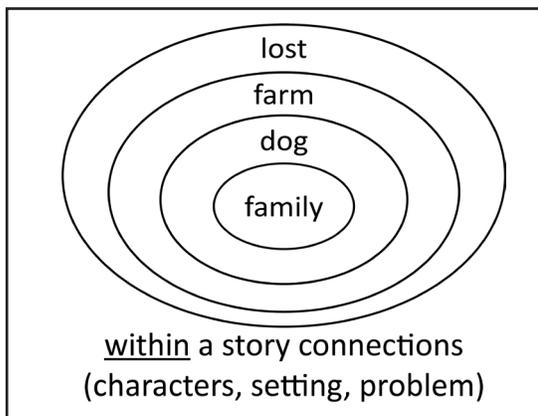


# Making Connections

- Discuss and demonstrate the concept that connections can be made within, between, and across objects, actions, elements, and ideas of text.
- Introduce the three examples (within, between, and across) of connections that can be made with the subject of language arts.

## CONNECTIONS WITHIN

- Connections made within represent ideas or elements of the text that are within the same context or structure (intra-disciplinary). For example, connections between the characters could be made within a single story or text. The concentric circles diagram illustrates the many and varied connections within a single story.



## SPECIAL EDUCATION

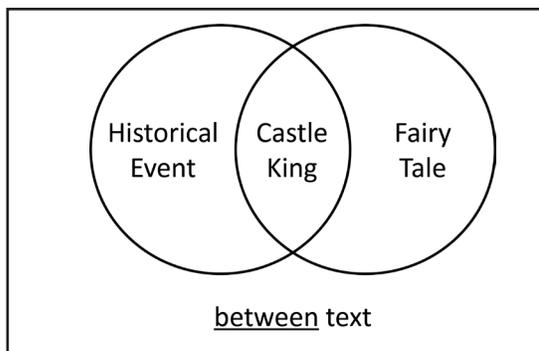
Select a picture book and ask students to state and justify connections from one picture to another picture in the same book. Discuss the type or nature of the connection and the purposes for the connection. For example, the character on one page is connected to character on another page because the character is the most important feature of the story.



# Making Connections

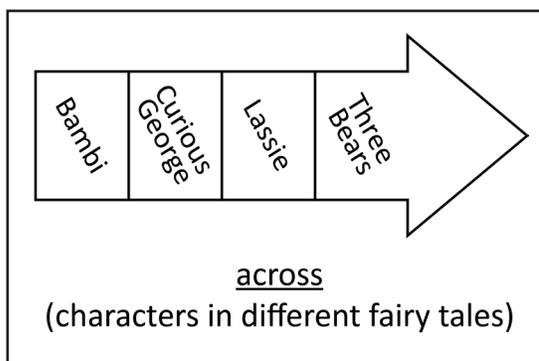
## CONNECTIONS BETWEEN

- Connections labeled between are those that represent the related ideas or elements from two different sources (topics, subjects or disciplines) (inter-disciplinary). For example, the overlapping circles illustrate the connections between a historic event and a fairy tale related to the same objects: castle and king.



## CONNECTIONS ACROSS

- Connections that are made across represent a series of ideas that are related either within or between topics, subjects, or disciplines. For example, the series of titles placed across the arrow are all related because they represent animals in children's literature.



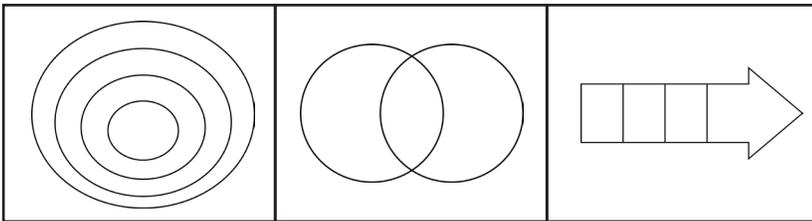
## GIFTED AND TALENTED

Examine a selection in any genre to identify evidence that illustrates intra- or interdisciplinary connections within the body of the text. Define why the author has made these connections.



# Making Connections

- Present students with the three structures that can be used to define connections (within, between, across) to complete individually or as members of a group.

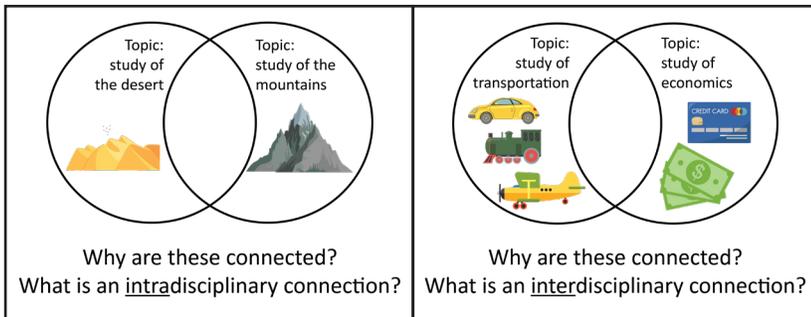


## ENGLISH LEARNERS

Connect to student's funds of knowledge.

## TRANSFER

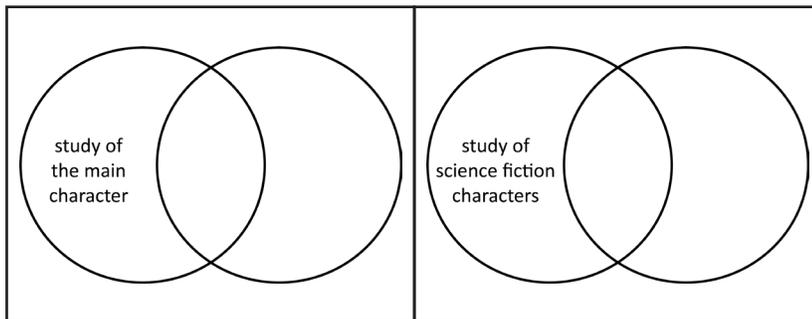
- Reinforce the difference between intra- and interdisciplinary connections using the following charts to exemplify the meaning of the terms.





# Making Connections

- Engage students to identify interdisciplinary connections to language arts subjects by filling in an appropriate connection. Discuss the many and varied possibilities that could be included in the interdisciplinary chart.



- Demonstrate how interdisciplinary connections clarify and/or elaborate meaning by completing the sentence frame during or after reading text. Note that the skill of making connections can be applied in all forms of text material.

\_\_\_\_\_ and \_\_\_\_\_ are connected because \_\_\_\_\_.

- Read text in any two subject areas to make intra- or inter-disciplinary connections from these sources. Following are suggestions for text material:
  - utilizing text you have already read
  - researching new areas in text material
  - considering alternative sources of information such as video or daily newspapers

## ENGLISH LEARNERS

Discuss the many and varied synonyms for the word connect:

- link
- associate
- relate
- share
- attach
- bridge
- join
- fasten

Discuss the many and varied examples of the meaning of each of these words.



# Making Connections

- Use the chart below to record the subject area, resources, and intra- or inter-disciplinary connections.

Subject Areas	Text	Making Connections

- Use the students' responses from the chart as information for discussion about the type, efficacy, and the purposes of the connections that were made.

## GIFTED AND TALENTED

Provide students with the significant contributors in multiple professions. For example, Franklin in Science, Van Gogh in art, Mozart in music, and Lincoln in History. Ask students how an individual's productivity or contributions to society were dependent on intra- or interdisciplinary connections.