

MAKING CONNECTIONS

stories



Quote from Text	Circle Type of Connection
"Art class was Stella's favorite part of her school week."	☐ Text to text ☒ Text to self ☐ Text to world
	☐ Text to text ☒ Text to self ☐ Text to world
	☐ Text to text ☒ Text to self ☐ Text to world
"Immediately, she began to cry. She had ruined her entire painting."	☐ Text to text ☒ Text to self ☐ Text to world
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There was a bright orange line on her pretty, perfect pink-purple-and-blue flower.

Immediately, she began to cry. She had ruined her entire painting. The students at her table noticed right away that she was upset. "What's wrong?" They asked her.

She pointed to her painting, still crying. Her teacher hurried over.

"I've ruined that was next to Lacey chin

The teacher to turn out, and even better than unique. I think you

Stella looks cheerful and calm

"Thank you

660L Make Connections Name: _____ Date: _____

Stella's Flower

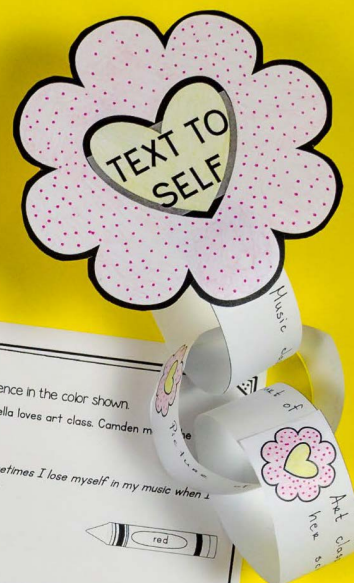
Stella painted quietly. She dipped her paintbrush into the paint on her table. She carefully made smooth lines. She smiled as she worked. Shades of pink, purple, and blue danced across her paper, and the sunlight streaming in from the window of the art room made it all the more beautiful. If the flower she was painting was actually growing under the sun.

Art class was Stella's favorite part of her school week. The art teacher, Mrs. Meyers, had taught the class all about different lines and colors, and they were working on to enter into a local art contest. The class was excited, and the teacher walked around observing as they painted. She paused and offered ideas and commented on things about each one.

"Stella, your painting has a great mix of colors. I like how you've neatly blended the next."

Stella beamed and responded, "Thank you, Mrs. Meyers!"

The teacher continued her way around the room. Stella paused and noticed a picture of a farm, Lacey painting a city landscape, and Martin painting a dinosaur. She dipped her paintbrush again and made her next line. Then she immediately stopped. What had she done?



he text evidence in the color shown. It describes how Stella loves art class. Camden m

iano and sometimes I lose myself in my music when I

se for Stella"

Making Connections Prompts



"This reminds me of something else I read."



"This reminds me of the time I..."



"This reminds me of what is going on in..."



MAKING CONNECTIONS

2nd & 3rd grade

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Each story includes:

- 1 page of multiple choice and short response questions
- 1 page with a connections graphic organizer



ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."



How to Teach Making Connections

Good readers use schema to make connections while they are reading. This helps us connect the text to something we know, which improves comprehension. While reading, readers have a conversation in their head about their connections.

Text to text: The reader makes a connection about a character, setting, or event to another story. This helps comprehend and make predictions.

Text to self: The reader makes a connection about a character, setting, or event that relates to something they have experienced.

Text to world: The reader makes a connection about a character, setting, or event that relates to something that has happened in the world. These are often social and moral issues.

TIPS FOR TEACHING

- Begin by introducing, modeling, and practicing one type of connection at a time.
- Model with think-alouds. Talk out loud about connections you are making while reading.
- Chart student connections during read-alouds.
- Weed out surface vs. deep connections. Deep connections help us understand the text more, while surface connections do not help. After students chart their connections, have a class discussion to sort the deep vs. surface connections.

DIFFERENTIATION

- Use more visuals, such as the class anchor chart and student-created connection anchor charts.
- Model how to make connections while reading aloud.
- Have students practice making connections in small groups.
- Focus on one type of connection at a time.

Making Connections Read-Aloud Recommendations

Text to Self	Text to Text	Text to World
• <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst • <i>My Rotten Redheaded Older Brother</i> by Patricia Polacco • <i>Thank You, Mr. Falker</i> by Patricia Polacco • <i>Wemberly Worried</i> by Kevin Henkes	• <i>Cinderella and Rough Face Girl</i> by Rafe Martin • <i>The Relatives Came</i> by Cynthia Rylant and <i>When Lightning Comes in a Jar</i> by Ernest L. Polacco • <i>Crow Boy</i> by Taro Vashima and <i>The Name Jar</i> by Yangsook Choi	• <i>The Lorax</i> by Dr. Seuss • <i>Amazing Grace</i> by Mary Hoffman • <i>Big Bad Bruce</i> by Bill Peet • <i>Listen to the Wind: The Story of Dr. Greg & Three Cups of Tea</i> by Greg Mortenson



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Make Connections

Name: _____ Date: _____

Stella's Flower



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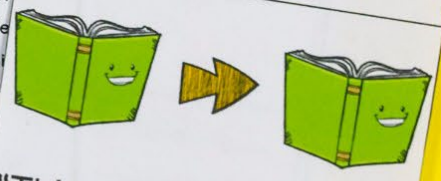
Art class was Stella's favorite part of her school week. The art teacher, Mrs. Meyers, had taught the class all about different lines and colors, and they were working on how to enter into a local art contest. The class was excited, and the teacher walked around observing as they painted. She paused and offered ideas and commented on things about each one.

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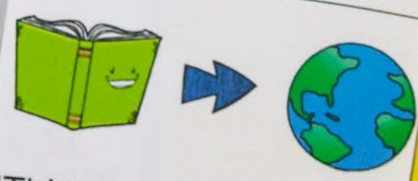
Making Connections Prompts



"This reminds me of something else I read."



"This reminds me of the time I..."



"This reminds me of what is going on..."



me of
on in."

A cartoon illustration of an open book. The book is open, showing two pages. The right page has a simple, friendly face drawn on it, consisting of two small dots for eyes and a wide, curved line for a smile. The left page has some decorative, swirling lines drawn on it. The book is shown from a slightly elevated angle, giving it a three-dimensional appearance.

TEXT TO
WORLD

TEXT TO
TEXT

TEXT TO
SELF

TEXT TO WORLD

210L

Make Connections

Lerov

Leroy lay in the warm sun. He w
older lions play. They chased one and
one of the youngest of the pack.
the other lions very much. He had
mother. His siblings tried to get him to
happy to sit and watch. He was very quiet and didn't
like to use his voice. None of the
heard him roar. He liked to lea
He liked to watch them and

It was a hot day. Leroy got a drink. Then they p and
and fell asleep. It felt a little lone playing near the brook. They stopped to
and looked around. T a. He felt the wind picking up. He laid down his head
looked where the c a long time. It was windy when he woke up. He sat up
The water was n raving in the wind. Leroy knew a storm was coming. He
stuck! She had fallen into ying. The other cubs were gone. They had walked away
was a loud boom. It was thunder. There was a flash of lightning. Leroy knew the cub needed
help.

He thought about what he should do.

He thought about what he should do. "What should I do? Should I was no time. He needed to tell the adult lion. He tried to call for the not hear him. He looked back at the cub. He knew

He opened his mouth and the roar was so loud. He surprised him. They were surprised. The other lions ran to the cub. The adult lion ran to the water. She was safe!

Leroy was so glad she
brave. Leroy walked back to the d
was able to help!

TEXT TO SELF

Leroy's Lesson

Leroy lay in the warm sun. He watched the older lions play. They chased one another. He was one of the youngest of the pack. He did not play with the other lions very much. He liked to stay next to his mother. His siblings tried to get him to play. Leroy was happy to sit and watch. He was very quiet and didn't like to use his voice. None of the others had ever heard him roar. He liked to learn from the adult lions. He liked to watch them and listen to them talk.

It was a hot day. Leroy watched the adult lions get a drink. Then they played some more. He felt like he slept for a long time. It was windy when he woke up. He sat up and looked around. The trees were waving in the wind. Leroy knew there was a loud boom. He was playing with his siblings. He thought about what he should do. "What was to time. He needed to tell the adult lions. They could not hear him."



Making Connections Visuals

Connections Foldable Activity

1. Print the foldable activity.
2. Cut the foldable activity along the border and solid lines to make flaps.
3. Paste the foldable on a piece of paper or in a journal.
4. As you read, write your connections under each flap.



2.

3.

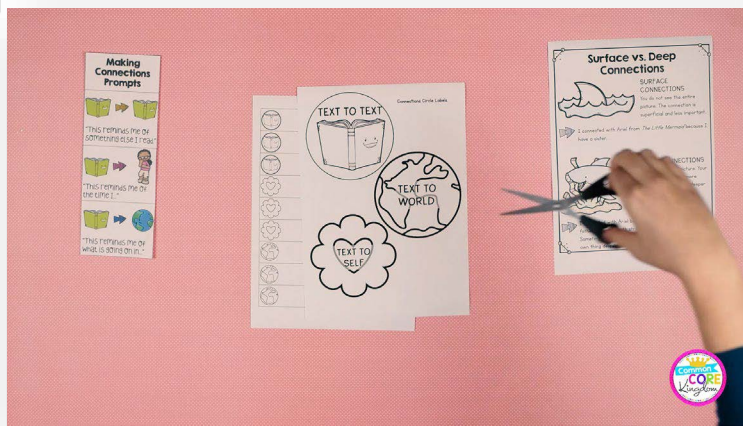


4.

Making Connections Visuals

Connections Chain

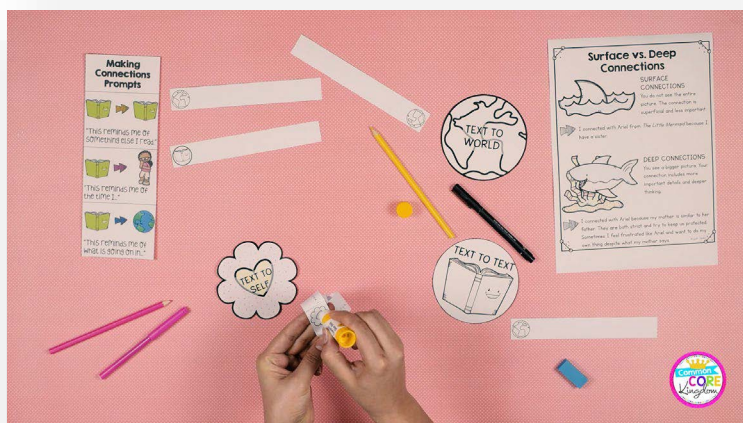
1. Print out the Connections Circle Labels and the Connections Strips.
2. Write the connections you have to a book on the corresponding strip. This can be done whole-class for a read-aloud or independently.
3. Loop the Connections Strips to make a chain link. Paste the link on each Circle Label.



1.



2.



3.



4.

Tree House Treasures

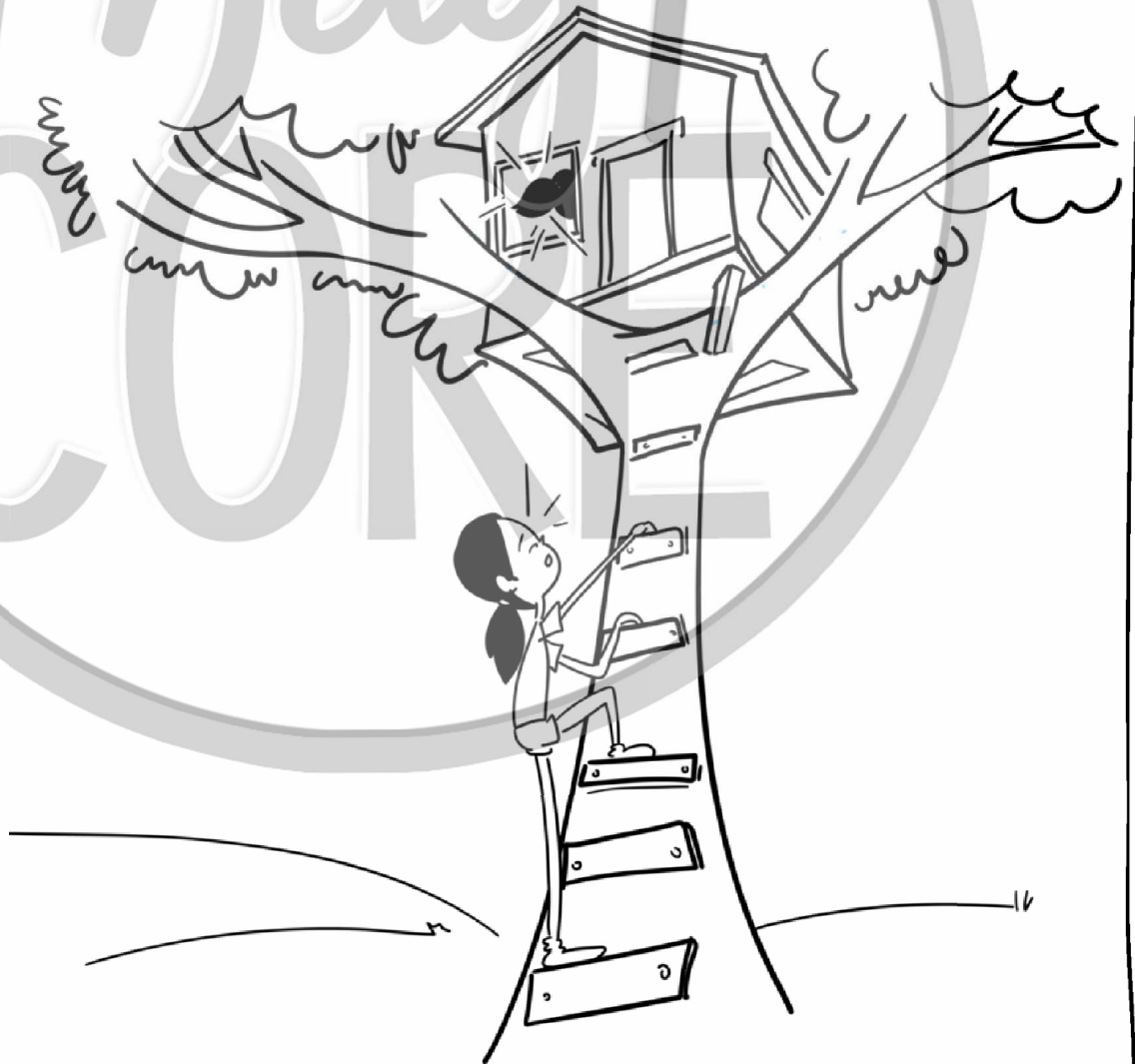
Annabelle and Olivia raced home from school. The bus pulled away. They ran down the sidewalk. They were excited about the beautiful weather and weekend ahead.

"I'll meet you in the tree house at four o'clock!" Annabelle yelled to Olivia. She hurried to her front door and went inside.

She greeted her mother and little brother, Declan, as she placed her turquoise backpack on its metal hook and her canvas shoes onto their shelf. Washing her hands thoroughly, she told her mom about her incredible day at school and then rushed to the stocked pantry to find a delicious snack. A few minutes later, she had eaten, changed her clothes, and was putting her shoes on to head outside.

Her dad made an incredible tree house to play in. He traveled a lot for work, and it had taken him many weeks to complete, but Annabelle loved to spend time in it because it reminded her of her dad.

Heading outside and up the ladder to the top, she could see Olivia's ponytail sticking up over the side.



"Hi!" she called to her. Olivia grinned. She had a lollipop in her mouth and a small bag by her side.

The girls loved to work on art projects, read, listen to music, and watch over the neighborhood from up high in the tree. They had baskets of fun treasures and toys they both liked.

"Let's work on our friendship bracelets!" Annabelle suggested. The girls had many colors of thread and had been putting together pretty color combinations to make bracelets.

Olivia looked puzzled, and then said, "I don't see any of our thread. Did you leave it up here in the basket?"

Annabelle looked around too. "Yes, it was right in that basket near the window."

The girls searched everywhere. They didn't see it anywhere. Just then, they heard giggling. Both girls peered over the side of the tree house and saw Declan looking up at them and laughing.

"Declan must have taken it!" Olivia said. Annabelle looked again. He was laughing and pointing. She glanced in the direction he was pointing, and her eye caught something bright pink, purple, yellow, and orange in the tree.

"Olivia, look! Declan didn't take our thread! A bird did. Look at the pretty nest in the tree!"

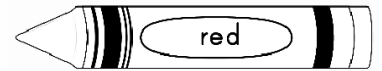
Olivia's head turned just in time to see a mother bird fly to the nest. She chirped at them and the girls smiled.



Making Connections

Answer the following questions. Underline the text evidence in the color shown.

1. In the beginning of the story, Annabelle is excited to be home from school to play in her tree house. Nadia made the following connection:



"This reminds me of how I felt after my dad built a swing set in the backyard. I couldn't wait to come home from school and play on my new swing set."

What type of connection is Nadia making?

- a. Text to text
- b. Text to self
- c. Text to world

What connection can you make from this scene?

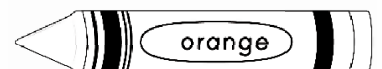
2. Read this sentence from the story:



"Her dad made an incredible tree house to play in. He traveled a lot for work, and it had taken him many weeks to complete, but Annabelle loved to spend time in it because it reminded her of her dad."

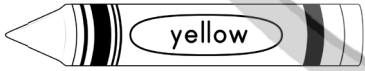
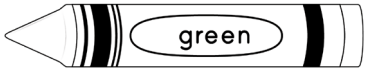
Write about a connection you can make based on the excerpt above.

3. At the end of the story, Annabelle and Olivia cannot find their thread to make friendship bracelets. They assume Declan took their thread. Make a connection to this event.



Make Connections

Use this graphic organizer to record your connections to the text.

Quote from Text	Circle Type of Connection	My Connection
	 ☐ Text to text  ☐ Text to self  ☐ Text to world	
	 ☐ Text to text  ☐ Text to self  ☐ Text to world	
	 ☐ Text to text  ☐ Text to self  ☐ Text to world	
	 ☐ Text to text  ☐ Text to self  ☐ Text to world	

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Good to Go



Not O.K.

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