

MAKING CONNECTIONS

stories



Connections Name: _____ Date: _____

Tree House Treasures

and Olivia raced toward their houses as the bus pulled away after a long day
 girls happily ran down the sidewalk, excited for the beautiful weather and the

you in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried
 and went inside.

greeted her mom and little brother, Declan. She placed her backpack on its
 shoes onto their shelf. While washing her hands, she told her mom about her
 school and her afternoon plans to play outside. When she rushed to the pantry to find
 A few minutes later, she had eaten, changed into her play clothes, and was
 ready to go back on to head outside to play.

Annabelle had made an
 tree house to play in. It
 took several weeks to
 complete the project because he
 had to work and wasn't
 home much. Annabelle loved
 playing in the tree house
 because it reminded her of her
 childhood. She knew how much he loved her.

When she went outside and up the
 stairs to the top, she could see
 the neighborhood with the
 fire truck's tail sticking up over

When she called to her. Olivia
 she had a lollipop in her
 mouth and a small bag by her side.

TEXT TO WORLD

helping

Magi CORE

MAKING CONNECTIONS

4th & 5th grade

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12. Diving In- 930L

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
<ul style="list-style-type: none">• <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	<ul style="list-style-type: none">• <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	<ul style="list-style-type: none">• <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

Connections Name: _____ Date: _____

Tree House Treasures

and Olivia raced toward their houses as the bus pulled away after a long day. Olivia happily ran down the sidewalk, excited for the beautiful weather and the

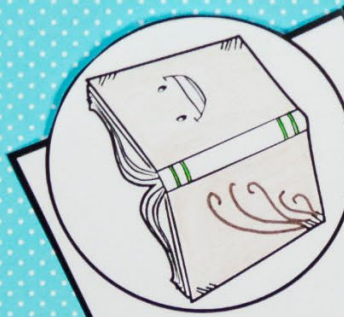
"You're in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried and went inside.

Olivia greeted her mom and little brother, Declan, as she placed her backpack on its shelves and went onto their shelf. While washing her hands, she told her mom about her school and her afternoon plans to play outside. When she rushed to the pantry to find a snack, she found a note pinned to the wall. A few minutes later, she had eaten, changed into her play clothes, and was ready to go back on to head outside to play.

Declan had made an amazing tree house to play in. It took several weeks to build the project because he had to work for work and wasn't always home. Annabelle loved playing in the tree house because it reminded her of her childhood. Declan loved it because he loved her.

Olivia went outside and up the stairs. At the top, she could see a mailbox sticking up over the trees.

Declan called to her. Olivia had a lollipop in her mouth and a small bag by her side.



Making Connections Prompts



hands me of else I read."



s me of



me of on in."



210L Make Connections Name _____

Leroy

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

It was a hot day. Leroy got a drink. Then they played and fell asleep. It felt like a long time. It was windy when he woke up. He sat up and looked around. The other cubs were gone. They had walked away. The water was stuck! She had fallen into the water. She was clinging to a rock. She was in danger. Then there 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. "What should I do? Should I go to help?" He tried to call for the cub. He knew the cub was not far. He opened his mouth. The sound was so loud. He surprised the other lions. They were surprised to see a small cub. The other lions ran to the cub. The adult lions were safe. Leroy was so glad she was able to help.



TEXT TO TEXT



TEXT TO SELF



TEXT TO WORLD



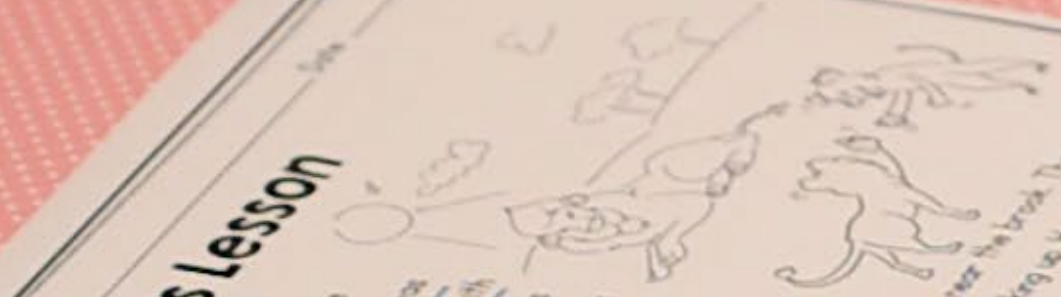
Making connections Name _____



Name _____

Leroy's Lesson

Date _____



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 with him like to sit and watch. He was very quiet and didn't 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 little lions playing near the brook. They stopped to get a drink. Then they played some more. He felt the wind picking up. He laid down his head and fell asleep. It felt like he slept for a long time. It was windy when he woke up. He got up and looked around. The trees were waving in the wind. Leroy knew that the water was moving very fast.

He thought about what he should do. "What was to time he needed to tell the adult lions enough. They could not hear him away."



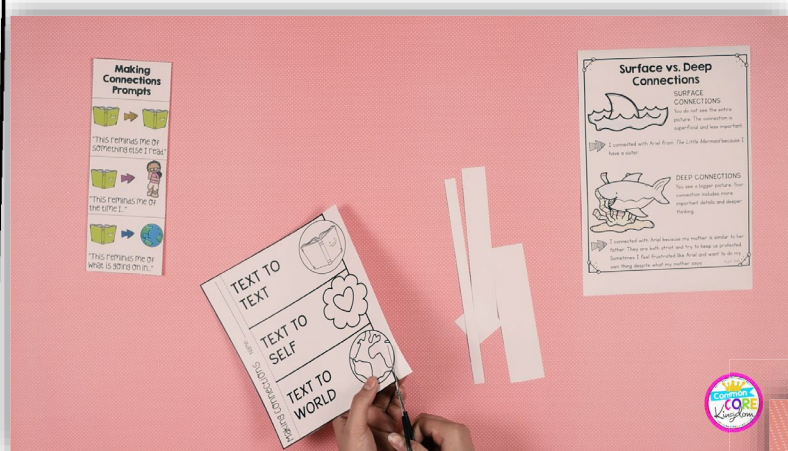
How do you know the Earth is moving? Write your answer here.



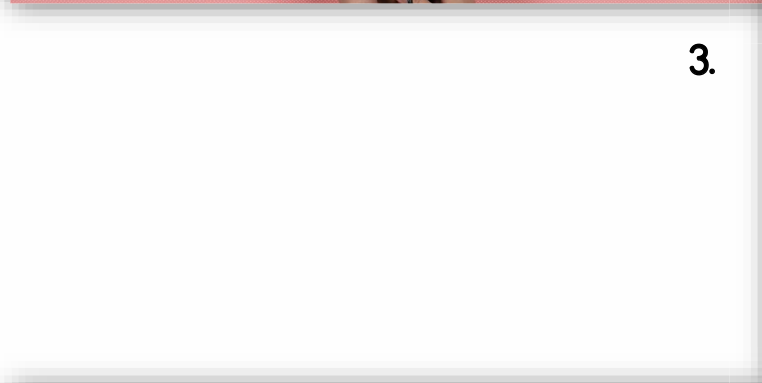
Making Connections Visuals

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.

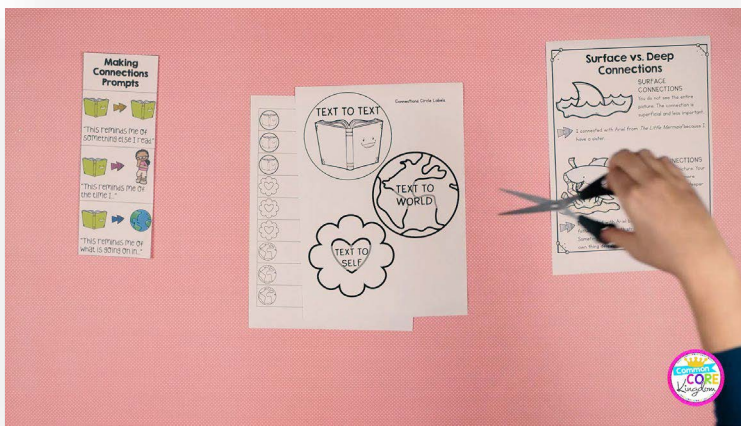


4.

Making Connections Visuals

Connections Chain

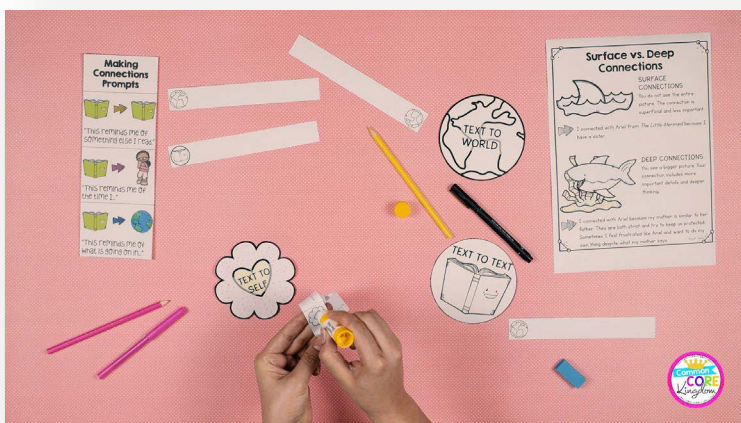
1. Print out the Connections Circle Labels and the Connections Strips.
2. Write the connections you have to a book on the corresponding strip. This can be done whole-class for a read-aloud or independently.
3. Loop the Connections Strips to make a chain link. Paste the link on each Circle Label.



1.



2.



3.



4.

Tree House Treasures

Annabelle and Olivia raced toward their houses as the bus pulled away after a long day at school. The girls happily ran down the sidewalk, excited for the beautiful weather and the weekend ahead.

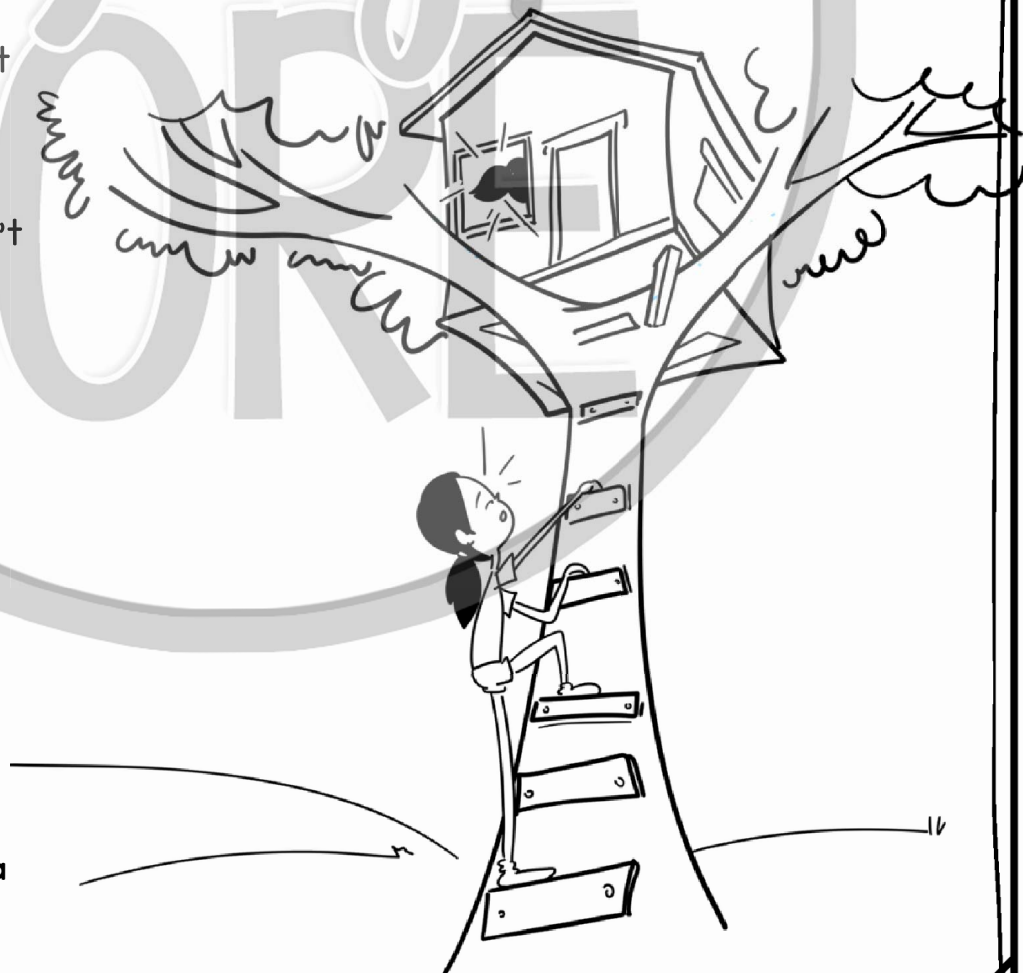
"I'll meet you in the tree house at four o'clock!" Annabelle yelled to Olivia as she hurried to her front door and went inside.

Annabelle greeted her mom and little brother, Declan, as she placed her backpack on its hook and her shoes onto their shelf. While washing her hands, she told her mom about her busy day at school and her afternoon plans to play outside, then rushed to the pantry to find a tasty snack. A few minutes later, she had eaten, changed into her play clothes, and was putting her shoes back on to head outside to play.

Her dad had made an incredible tree house to play in. It had taken him several weeks to complete the project because he traveled a lot for work and wasn't home very much. Annabelle loved to spend time in the tree house because it reminded her of her dad and how much he loved her.

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 spend time together in the tree house. They especially loved to work on art projects, read, listen to music, and watch over the neighborhood from up high in the tree. They kept baskets of several fun treasures and toys they both liked hidden in the tree house.

“Let’s work on our friendship bracelets!” Annabelle suggested excitedly. The girls had many colors of thread and had been putting together pretty color combinations into bracelets.

Olivia suddenly looked puzzled, and said, “I don’t see any of our thread. Did you leave it up here in the basket?”

Annabelle was confused too and started to look around as she replied, “Yes, it was right in that basket near the window.”

The girls searched every nook and cranny and looked the tree house over from top to bottom, but they didn’t see the thread anywhere. Just then, they heard giggling coming from down below. 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 accused. Annabelle looked again and noticed 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! The bird used the thread to build a pretty nest in the tree!”

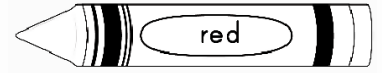
Olivia’s head turned just in time to see a mother bird fly into the nest. She chirped to them and the girls smiled.



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:



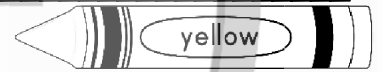
"This reminds me of how I felt after my dad built a swing set in the backyard. I couldn't wait to come home from school and play on my new swing set."

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 had made an incredible tree house to play in. It had taken him several weeks to complete the project because he traveled a lot for work... Annabelle loved to spend time in the tree house because it reminded her of her dad..."









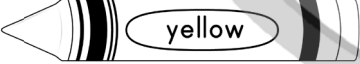







Write about a connection you can make based on the excerpt above.

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
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	
	 <input type="checkbox"/> Text to text  <input type="checkbox"/> Text to self  <input type="checkbox"/> Text to world	

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Good to Go



Not O.K.

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