



Grades 1–6

MTSS 1/2



# Explicit Instruction for Comprehension Skills and Strategies

**Making Connections®** supports students to comprehend, analyze, and think critically about fiction and nonfiction texts.



# Building Essential Literacy Skills

**Making Connections®** provides educators with explicit, scaffolded instruction and high-interest student materials to help students become active, strategic readers—able to construct meaning as they read a wide range of narrative and informational texts.

In every level of **Making Connections** you will find:

- ✓ Opportunities for active reading
- ✓ Scaffolded instruction
- ✓ A blend of informational and narrative text
- ✓ Multiple, thematic texts for each skill
- ✓ Explicit instruction in both skills and strategies

## Comprehension Skills

Each unit of **Making Connections** focuses on one comprehension skill, such as comparing and contrasting, identifying main idea, or differentiating between fact and option. The research-based strategy is the vehicle through which students will acquire, develop, and refine comprehension skills—requisite abilities that enable students to read a text with understanding.

## Comprehension Strategies

In every **Making Connections** lesson, students practice and apply strategies to informational or narrative texts. The wrap-around Teacher’s Edition offers instructional support for each strategy:

### Before Reading

- Skill focus
- Build background knowledge\*
- Text structure & purpose\*
- Text features

### During Reading

- Comprehension monitoring\*
- Question generating\*
- Vocabulary\*
- Cooperative learning\*

### After Reading

- Reread for fluency
- Graphic organizer\*
- Question answering\*
- Summarizing\*

Each unit culminates with a Comprehension Library reader that supports the independent application of skills and strategies.

Skills	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Identifying Detail						
Sequencing						
Main Idea						
Compare and Contrast						
Drawing Conclusions/Predicting Outcomes						
Fact and Opinion						
Cause and Effect						
Figurative Language						
Bias and Prejudice						

\*Denotes a research-based strategy

■ Introducing the skill

■ Building on a previously introduced skill

# Program Components



## Teacher's Editions

Explicit instructional plans provide scaffolded instruction with point-of-use teacher strategies and techniques, as well as reproducible assessments. Instruction progresses from teacher modeling, to guiding, to coaching, to student independence.



## Student Books

High-interest informational and narrative reading selections are designed for active, strategic reading and identification of specific comprehension skills.

- Students interact with texts by marking challenging vocabulary and identifying comprehension skills
- Multiple, thematic reading passages for every skill give students ample practice
- Content area themes support curriculum standards with a variety of genres



## Comprehension Library



One **Comprehension Library** book culminates each unit, allowing students to apply newly developed skills and strategies to longer texts. The library includes a balance of informational and narrative titles.

Accelerated Reader quizzes are available to help you keep track of reading progress. To find **Making Connections** quizzes visit [arbookfind.com](http://arbookfind.com) and search by title.

**“Comprehension strategies are conscious plans—sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.”**

—National Reading Panel

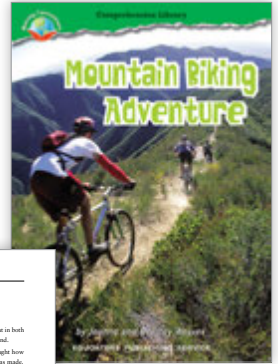
# A Scaffolded Approach

Each **Making Connections** unit provides students with multiple opportunities to develop, practice, and master a specific comprehension skill.

## Scaffolding

Beginning each unit, students receive support as they are introduced to a new skill. As proficiency increases, support is gradually removed and students take on more and more responsibility.

**Independent**



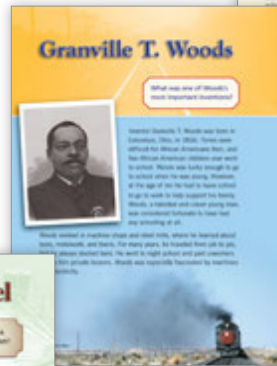
Text 6

**Coaching**



Text 5  
(Assessment)

**Guiding**

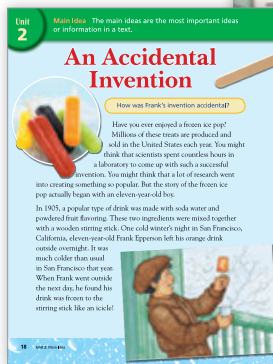


Text 4



Text 3

**Modeling**



Text 1

## PACING

4 weeks per unit (24-week schedule)

Week 1	Text 1
Week 2	Texts 2–3
Week 3	Texts 4–5 and Text Connections
Week 4	Text 6: Comprehension Library

**For additional pacing options visit:**  
[eplearning.com/making-connections](https://www.eplearning.com/making-connections)

- 18-week Schedule
- 30-week Schedule
- Extended Day Schedule
- Summer School Schedule

# Book 3 Sequencing

Sample Unit

## Text 1: Changing San Francisco

Scaffold Level: Modeling

The teacher introduces and defines the skill, then reads **Text 1** aloud to students as they follow along in their books. The teacher then models how to identify the target skill and apply comprehension strategies.

Before Reading strategies include direct explanation of the skill focus and activation of background knowledge, in addition to previewing the text by examining structure, focus, and features.

Reduced facsimiles of student pages allow teachers to conveniently reference the texts.

**Sequencing**  
**Text 1: Changing San Francisco**

**BEFORE READING**

**Skill Focus**  
Invite students to discuss the order in which things happen in their daily lives. (*their morning routine, days of the week, seasons*) As they talk, prompt them to use signal words and phrases that will show up in the text such as *in, at this time, by, and today*. Tell students that the order in which things happen both in their daily lives and in the texts they read is called a sequence. Explain that signal words help make the order of events clear.

**Background Knowledge**  
Explain to students that they will be reading a text about the city of San Francisco, California. Ask them what they know about San Francisco. Then ask them what they know about how a city grows and changes as time passes. Encourage them to discuss how housing and transportation may change.

**Text Structure and Purpose**  
Have students open their books to page 4. Point out the definition of sequencing at the top of the page. Read it aloud to students as they follow along in their books. Explain that this text tells about how San Francisco developed over time.

Then point out that

- the first paragraph tells about the earliest, or first, thing that happened in the development of San Francisco.
- the next paragraphs go in time order, each telling about one event in San Francisco's development. You may want to ask students to predict whether the last paragraph will be about San Francisco's past or present.
- each event is explained with supporting details; remind students that the supporting details tell how, what, when, where, why, how much, or how many.

**Text Features**  
Read the title and focus question aloud to students as they follow along. Direct them to keep the question in mind; explain that you will refer back to it later.

Discuss the illustrations with students and ask them to describe the differences between the drawing and the photograph. (*The drawing looks like a picture of early San Francisco, and the photograph looks like modern San Francisco.*) Ask them how they think these two pictures show something about the development of San Francisco.

**DURING READING**

**Comprehension Monitoring/Question Generating**

**First Reading**  
Read the text aloud to students as they follow along in their books. As you read, model how to circle words, phrases, or sentences that may be challenging. Use the Teacher Support for Comprehension Monitoring on pages 132–133 to help you identify likely trouble spots. Discuss any words students don't understand. Then think aloud as you generate questions about content of the text.

**Vocabulary Model** how to use vocabulary strategies to determine the meaning of some words.

- Show students how to use context clues to find the meaning of the word *bustling*. "*Bustling*... what does that word mean? San Francisco was described as busy and fast-growing in paragraph 2, so maybe the word *bustling* in paragraph 3 means 'busy and fast-paced.'"
- Use word structure clues to figure out *multistory*: "I know the prefix *multi* means 'many' because a multiple-choice test has many choices for an answer. And I know that in a building, a story is a floor. So a *multistory* building must be a 'building with many floors.'"

Find ELL support for vocabulary on page 27.

**Phrases and Sentences Model** how to generate questions to help identify a potential trouble spot in paragraphs 2 and 3. Say: "In the second paragraph it says 'In just two years' but there's no date. Can I figure out exactly when that was? In the paragraph above it says 1848. If I add two years to that I get the year 1850. The events in this paragraph must have happened in 1850."

Changing San Francisco 25

**Sequencing**  
**Text 1: Changing San Francisco**

**Rereading**  
Reread the focus question and the text aloud for students as they follow along in their books. Model marking the sequence of events in the text by underlining sequencing signal words such as *in, at this time, by, and today*, dates, and the important information about what happens on those dates.

Show how marking as few words as possible helps keep all the important information together. Use the Teacher Support for Comprehension Monitoring on pages 132–133 to help you identify the sequencing cues.

Tell students that you will use what you've underlined to answer the focus question. (*In 1848, the Gold Rush began. In just two years, over 90,000 people came to California to search for gold. By 1856, San Francisco had become a bustling city. Many people made a fortune from gold.*)

**Cooperative Learning**  
Have students work in small groups, or with you, to clarify any other words, phrases, and sentences. Also have them discuss the remaining sequencing cues that have been underlined. As you monitor their discussions, encourage them to use the vocabulary and question generating strategies modeled above.

Help students reinforce their understanding of sequencing with the following activity:

- Assign each group one of these dates: 1848, 1850, 1854, 1856, 1937, today.
- Suggest that groups assign a detail finder, a writer, and a reporter. Have the detail finder locate details in the text about the assigned date; have the writer record the details on a piece of paper, and have the reporter go to the front of the class to read the details. Reports should be randomly presented, not in sequential order of dates.
- After each presentation, have students guess each group's date and arrange the reporters in sequential order.

**Graphic Organizers and Question Answering**  
Explain that the graphic organizers on page 6 look different but are both asking about when things happened. One is a timeline, and one is a chart. Explain that a timeline shows important events in the order they occurred. Have students read each event on the line and find the date it happened. Then have them write the date in the box above each event. Explain that they will use the chart on page 6 to write events before 1900 on the left, and after 1900 on the right.

**Summarizing**  
Explain to students that summarizing helps readers say in a few sentences what a whole text is about. Tell them that when they summarize, they should include only the most important ideas. Model using the marked pages to create a written summary of the text: "I underlined 'In 1848... Gold Rush began' and 'At this time, San Francisco was... small.' What happened next and when did it happen? That should be the next part of my summary. Who can tell me what happened next?"

Have students tell you important events from the text to write on the board. Tell them that the events put together are a summary. Call on volunteers to read the summaries aloud.

**ELL Support**  
To help students with challenging vocabulary, pantomime *bustling*. Have volunteers "bustle" along with you on an imaginary street. For *multistory*, draw a one-story building, and a few multistory buildings. Count the stories in each, labeling the first one-story and the others *multistory*.

Changing San Francisco 27

Focus Questions in Student Book set the purpose for reading and focus attention on the target skill.

**Sequencing**  
**Teacher Support for Comprehension Monitoring: Text 1: Changing San Francisco**

**Exit 1**  
Sequencing: Sequencing is putting things in the order in which they happened.

**Changing San Francisco**

**1** In 1848, a man named James Marshall discovered a few tiny gold nuggets in a river in California. The California Gold Rush began! At this time, San Francisco was a small town on a large bay. Steamships and trading ships crossed the bay. In town, the buildings were small and made of wood.


**What sequence of events made San Francisco a wealthy city?**

**2** In just two years, over 90,000 people from all over the world came to California to search for gold. The small town had become a busy city. San Francisco grew so fast that some people had to live in *skid row*. Many more were set up in tents as well.

**3** The gold rush ended in 1854. By 1856, San Francisco had become a bustling city, with a population of 36,000. Many people who made a fortune from gold built large homes and brick houses. Multistory buildings sprang up.

**Circle** challenging words, phrases, or sentences  
**underline** sequence of events

132 Unit 1 Sequencing

A  indicates a research-based strategy.

### Sample Unit

The teacher and students read **Text 2** aloud together. The teacher guides and assists students as they become more comfortable with the target skill, learning how and when to apply specific strategies.

6

# Text 3: San Francisco Earthquake

Sample Unit

Scaffold Level: Coaching and Independent

For Text 3, the teacher determines students' needs and has them read the text independently, in small groups, or with teacher support. Teacher assists students as necessary as they practice and apply the focus skills and strategies more independently.

Predictable sequence of strategies facilitates student independence.

**Sequencing**  
*Identifying Details*

**Text 3: San Francisco Earthquake**

**BEFORE READING**

**Skill Focus**  
Ask a volunteer to define sequencing. (*putting things in the order in which they happen*) Ask another volunteer to tell you what signal words are. (*words that show sequence or order*) Then ask other volunteers to give examples of signal words. (*before, finally, first, after that, then, on, now, in, at this time, by today*)

**Background Knowledge**  
Have students tell what they remember about the California Gold Rush. Tell them it was a big event in San Francisco's history, and that they are going to read about another one: the earthquake of 1906. Invite students to discuss with a partner what they know about earthquakes. Then have pairs share their ideas with the class.

Find ELL support for background knowledge on page 35.

**Text Structure and Purpose**  
Have students open their books to page 12. Encourage them to discuss how this text looks different from the others they have read in this unit. (*Print looks like handwriting, there are dates for each section, looks like it is written in a book.*) Then discuss what kind of text they are reading. (*diary or journal entry*) Explain that the text they are reading is from a diary or a journal. Ask students what they know about diaries and journals. Encourage them to discuss why people keep journals. (*to write about and preserve the memory of things that happen in their lives*)

**Text Features**  
Invite students to read the title and focus question silently, then ask a volunteer to read them aloud. Direct students to look at the illustrations on pages 12–14 and invite them to discuss with a partner what the illustrations show.

Ask: "Who do you think drew these pictures?" (*the diary writer*) Then have a volunteer read the newspaper headlines on page 13 and discuss what they describe (*an emergency in San Francisco*).

32 Unit 1 Sequencing

**DURING READING**

**Comprehension Monitoring/Question Generating**

**First Reading**  
Find ELL support for comprehension monitoring on page 35.

Depending on students' needs, have them read the text independently, in small cooperative groups, or with you. Remind them to circle words and phrases they don't understand. Discuss the vocabulary students have circled.

**Vocabulary Point** out that since these diary entries were written by a child, many of the words will be familiar. However, since the diary entries are from a hundred years ago, some words may be a little different from words we use now. For example, students can use their understanding of compound words to figure out the meaning of *nightclothes* and come up with a word that means the same thing today. (*pajamas*)

**Phrases and Sentences** If students have circled the phrase "shaken up," ask them to picture in their minds the house shaking during the earthquake. Ask: "If your house was shaking, how would that make you feel?" (*nervous, scared*) Explain that in this journal entry "shaken up" describes how people were feeling. It means they were nervous and scared because of the earthquake.

San Francisco Earthquake 33

Every Rereading of the text is purposeful: here, students actively engage in marking the Student Book to identify key sequencing signal words and phrases.

Summarizing requires students to determine important ideas, condense them, and put them in their own words. By Text 3, students create a summary of what they have read with minimal teacher support.

A variety of graphic organizers—here a vertical timeline—provides students with alternative formats.

**Sequencing**  
*Identifying Details*

**Text 3: San Francisco Earthquake**

**Rereading**  
Have students underline elements in the text that help them understand the sequence of events. If they have not underlined the dates, point out how dates show sequencing by showing exactly what day something happened. Then have students discuss the sequence within each entry.

Have students reread the focus question silently, then ask a volunteer to read it aloud. Ask another volunteer to answer and explain his or her choice. (*Answers may vary.*)

**Cooperative Learning**  
Give students the opportunity to work in small groups, or with you, to clarify any other words, phrases, and sentences, and the sequence of steps they have underlined. Then invite the group to share their ideas with the class.

Next, students can reinforce their understanding of sequencing with the following activity:

- Have pairs or small groups choose a scene from the text to act out. Give students time to make their choice and practice.
- Then have each group perform for the class.
- Invite the rest of the class to figure out the date on which the event or action occurred.

**Practice the Skill**

**Earthquake Timeline**  
Put the following events in the correct order on the timeline.

- 1. San Francisco burns
- 2. San Francisco is destroyed
- 3. San Francisco is rebuilt
- 4. San Francisco is a city again

**Summarizing**  
Have students work in small groups to create an oral summary of the text and have a volunteer from each group share their summary with the class.

**ELL Support**  
**Background Knowledge** Some students may have knowledge of earthquakes. They can tell and act out what they know. The class provides describing words, as needed.

**Comprehension Monitoring** Before reading, have students use the journal and newspaper dates to prepare a timeline. While reading, have them take notes or draw on the timeline to sequence events.

San Francisco Earthquake 35

**AFTER READING**

**Reread for Fluency**  
Ask students to recall how the diary is different from the other texts about San Francisco. (*It is written in the voice of a child.*) Suggest that they think about the feelings the writer was having. Then have students reread the text with a partner as they monitor each other for accuracy and appropriate expression of emotions.

**Graphic Organizers and Question Answering**  
Have students compare the timeline on page 15 with the one on page 10.

Ask: "How is this timeline different from the others?" (*On the page 15 timeline, the earliest date is on the top and moves down to the latest date on the bottom. On the page 10 timeline, the earliest date is on the left and moves across to the latest date on the right.*)

After Reading activities have students reread the text in pairs or small groups to increase speed and improve accuracy of word identification, expression, and phrasing.

# Text 4: Transportation in San Francisco

# Text 5: Founding San Francisco

Scaffold Level: Independent

Sample Unit

The fourth text is a brief, in-book assessment that encourages independent application of skills and strategies.

Text 4 reading and questions focus on the featured skill and multiple strategies developed through the unit.

### Transportation in San Francisco

As the city of San Francisco grew, people needed more efficient ways to travel. In the 1840s, people rode in horse-drawn vehicles, such as buggies and wagons. The roads were made of dirt, and riding around was very bumpy and uncomfortable. By 1850, people used boats and ferries to get to different places around the bay.

Transportation improved by the early 1900s. People traveled by bicycle, motorcar, and trolley. In 1937, the Golden Gate Bridge was built, so people could drive across the bay. By this time, roads were made of tar, which made riding smooth and comfortable.

By 1946, many people had cars. The bridges around the bay became clogged with traffic. A plan was made to build a public transportation system. The subway system, known

In what sequence did transportation improve in San Francisco?

### Practice the Skill

#### Transportation Sequence

What new form of transportation was used in these years?

1840s	
1850s	
early 1900s	
1972	

#### Road Changes

Write two details about roads for these dates.

1840s \_\_\_\_\_

1937 \_\_\_\_\_

#### The Subway

The subway system was built because \_\_\_\_\_

Unit 1 Sequencing

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Read the text and answer the questions below.

### Founding San Francisco

In the 1770s, people traveled from Mexico up the western coast of North America. They settled on land around a beautiful bay. These settlers named the area San Francisco Bay in 1776.

The Ohlone people had lived in this area for more than ten thousand years when the new settlers began farming the land. By 1822, the settlement had become a trading town called Yerba Buena.

In 1850, California became part of the United States, and Yerba Buena's name was changed to San Francisco. Around the same time, thousands of people came to the San Francisco area to pan for gold. By then, San Francisco was a large, busy city. Today, this beautiful city is a favorite place for tourists from all over the world.

Fill in the circle next to each correct answer.

1. The settlers who traveled up the western coast of North America in the 1770s came from

☐ A California.

☐ B Mexico.

☐ C San Francisco.

☐ D Yerba Buena.

Copyright protected by Educators Publishing Service. Permission is granted to reproduce this page.

120 Reproducible Assessment 1

2. Which people had lived in this area for a very long time before the settlers came?
- ☐ A the Mexicans
- ☐ B the farmers
- ☐ C the Ohlone
- ☐ D the goldminers
3. The name Yerba Buena was changed to San Francisco in the same year as
- ☐ A settlers came from Mexico.
- ☐ B San Francisco Bay was named.
- ☐ C California became part of the United States.
- ☐ D tourists came from all over the world.
4. In the 1850s, thousands of people came to the San Francisco area to
- ☐ A farm the land.
- ☐ B pan for gold.
- ☐ C look at the beautiful bay.
- ☐ D visit the busy city.
5. Which word or phrase from the text means the same as visitors?
- ☐ A settlers
- ☐ B tourists
- ☐ C town
- ☐ D the Ohlone
- Copyright protected by Educators Publishing Service. Permission is granted to reproduce this page.
- Reproducible Assessment

The fifth text of every unit is a reproducible assessment that is located in the Teacher's Edition.

A great tool for test preparation: Reading passages and multiple-choice test items support formats of many high-stakes assessments.

## Assessment

Teacher Edition support includes activation of prior knowledge and summary of strategies used throughout unit.

### Sequencing

Identifying Detail

### Assessment—Texts 4 and 5: Transportation in San Francisco and Founding San Francisco

#### TEXT 4: Transportation in San Francisco


##### Text Introduction

Ask students to discuss what they know about transportation in San Francisco. Then tell them they will be reading a text about how transportation changed in San Francisco over the years. Remind students to look for signal words as they read.

##### Multiple Strategies

Remind students to use the comprehension strategies they have learned to better understand the text and complete the activities. For those students who need extra support, suggest the following:

- Use what you know about San Francisco from other texts you've read to predict the changes in transportation.
- Think about how the photographs of the trolley and the subway show the changes.
- Circle difficult words and use vocabulary strategies to figure out meanings.
- Underline dates and phrases that show the text sequence.



Transportation in San Francisco

Practice the Skill

Transportation Sequence

What new form of transportation was used in these years?

1840s	
1850s	
early 1900s	
1972	

Road Changes

Write two details about roads for these dates.

1840s \_\_\_\_\_

1937 \_\_\_\_\_

The Subway

The subway system was built because \_\_\_\_\_

#### TEXT 5: Founding San Francisco

##### Applying Multiple Strategies

Distribute Reproducible Assessment 1 (pages 120–121) to students. Tell students that they are going to use their comprehension strategies and what they have learned about sequencing as they read another text about San Francisco. Then they will answer some multiple-choice questions about the text. Answers: 1. B; 2. C; 3. C; 4. B; 5. B.

36 Unit 1 Sequencing

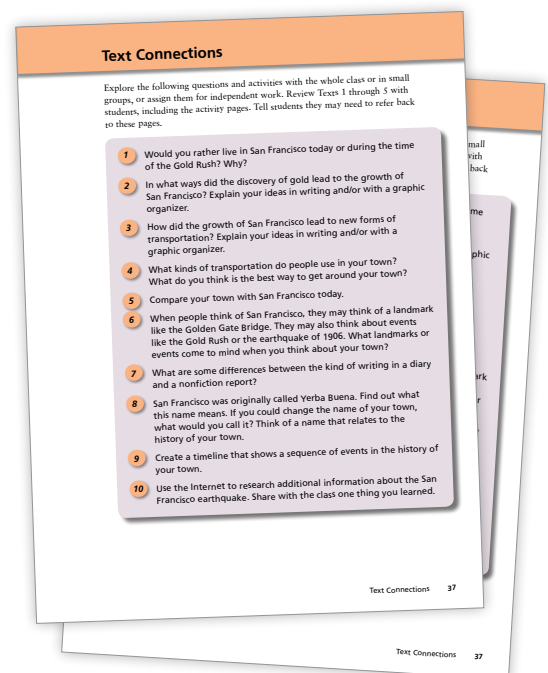


### Sample Unit

## Text Connections

**Text Connections** are culminating activities that provide students with opportunities to evaluate and integrate what they have learned in **Texts 1–5** to come to a deeper understanding of the content in each unit.

- Students learn cooperatively as they apply multiple comprehension strategies.
- Students make connections to their own lives through writing and discussion.
- Extension activities encourage students to conduct additional research on topics presented in the unit.
- **Text Connections** engage students in higher-order thinking skills such as Analysis, Synthesis, and Evaluation.

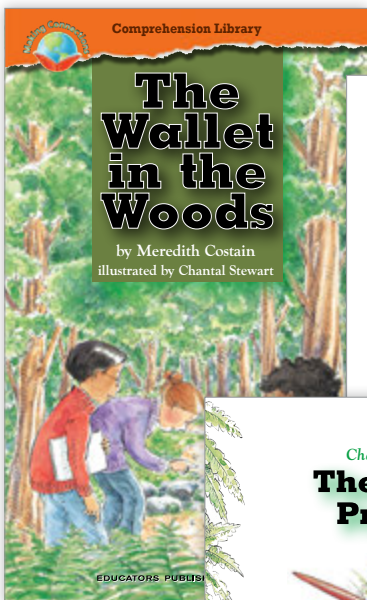


# Text 6: The Wallet in the Woods

Sample Unit

Scaffold Level: Independent

A Comprehension Library reader culminates each unit. Students apply the newly learned skill to a full-length text to further practice and reinforce the skill.



## Graphic Organizer and Questions

1. When do the boys first start to think that it might be okay to have Lucy in their group? What words or phrases tell you this?
2. What sequence of clues leads the group to Gertrude Hocking? Copy and complete a chart like the one below.  

			Kids find Gertrude Hocking
--	--	--	----------------------------
3. What sequence of steps would you take if you found a wallet on the ground?

After-reading questions and a skill-specific graphic organizer on the inside back cover aid students in building meaning.

## Chapter Six The Best Prize!



THE WOMAN LOOKS surprised to see us. She drops her brush and green paint splatters everywhere.  
"You're an artist!" I say.  
"Yes," says the woman. "I'm painting a picture of the woods. Would you like to see it?"  
We move a bit closer. Her painting is



Level 3 includes 6 engaging chapter books which culminate each skill unit.

## Chapter One The Field Trip



"Wow!" says Roberto, as our bus rolls through the gates of Big Tree National Park. "Look at the size of those trees!"  
The bus pulls into a parking area and slows to a stop. "Okay, class," says our teacher, Ms. Rossi. "I want you off the bus quickly so I can put you into groups."

## Sequencing Identifying Detail

## Comprehension Library Text 6: The Wallet in the Woods by Meredith Costain

### Multiple Strategies

#### BEFORE READING

Remind students that sequencing is putting things in the order they happened. Then tell them that they will be thinking about sequence as they read a book with six chapters, titled *The Wallet in the Woods*. Ask students to write the title, author, and illustrator in a reading journal.

Have students discuss what they think the story will be about. Ask students to open their books to the inside front cover and read the skill focus with them.

#### DURING READING

Have students use their reading journals to keep track of important events and clues in the story. Remind them to look for sequencing signal words like *then*, *next*, and *later*. For students who need more support, you may want to identify for them the first two important events: Ms. Rossi's class arrives at Big Tree National Park; they are divided into groups to find examples of plants. As they read, encourage students to record in their journals the words, phrases, and sentences they don't understand. Suggest that they discuss unknown meanings with classmates or look up the words in a student dictionary. As you monitor the classroom, you may want to informally ask individual students or groups motivating, purpose-setting goals for each chapter, such as: "Find out why Ms. Rossi had this rule: No Changing Groups." (Chapter 1)

#### AFTER READING

Have students answer and discuss the questions on the inside back cover of *The Wallet in the Woods*. Direct them to copy the chart onto a piece of paper and fill it in, identifying the sequence of clues in the story. For students who still need modeling and direct instruction, you may want to copy the chart onto the board or chart paper and work with them to complete it. Encourage students to reread *The Wallet in the Woods* during independent reading time at school or leisure time at home. Multiple readings of the story will build confidence, increase comprehension of the story and target skill, and help increase reading speed and accuracy.

Teacher's Edition notes support application of strategies before, during, and after reading the full-length library titles.

Students are encouraged to use reading journals to record titles, authors, and other information from the text.

# Student Book 1

Unit	Student Book 1	Comprehension Library Title
1	Identifying Detail (African Animals)	→ Desert Tortoise
2	Sequencing (Responsibility)	→ Goodnight, Nisha
3	Main Idea (Art)	→ Seasons
4	Compare & Contrast (Everyday Life)	→ The Feast

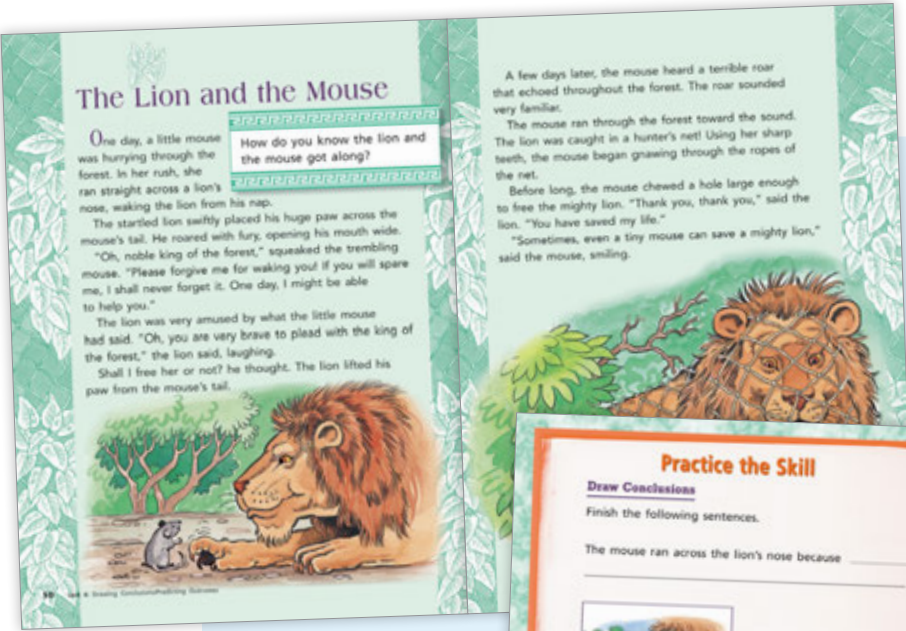


# Student Book 2

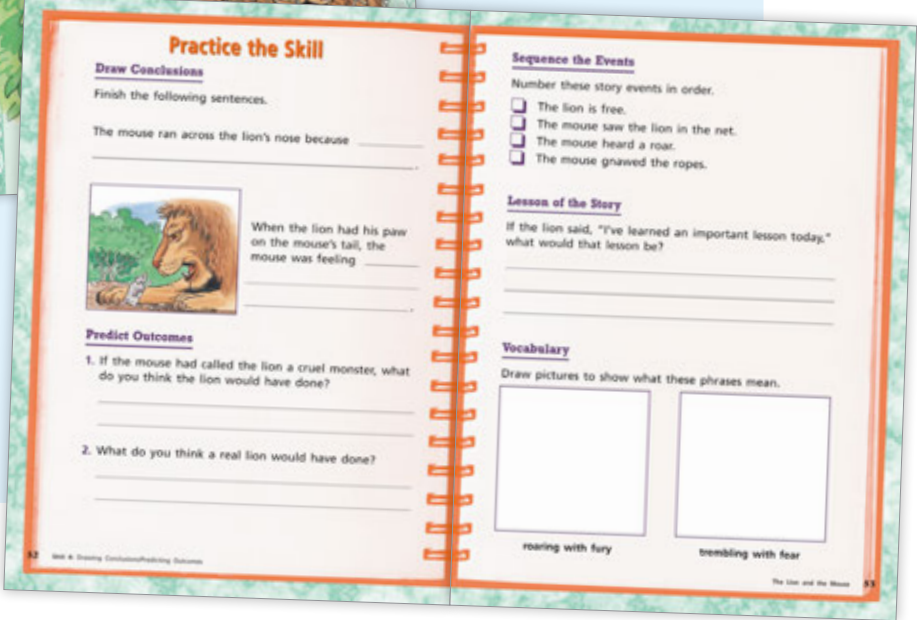
Unit	Student Book 2	Comprehension Library Title
1	Identifying Detail (Amazing Plants)	→ Where is Miss Pickles?
2	Sequencing (Animal Life)	→ Our Adventure Vacation
3	Main Idea (Geographical Extremes)	→ Hail
4	Compare & Contrast (Past and Present)	→ Carlsbad Caverns
5	Predictions & Conclusions (Around the House)	→ Harold The Super Pet
6	Fact & Opinion (Pets)	→ Who Invented Ice Cream?



Student Book 3

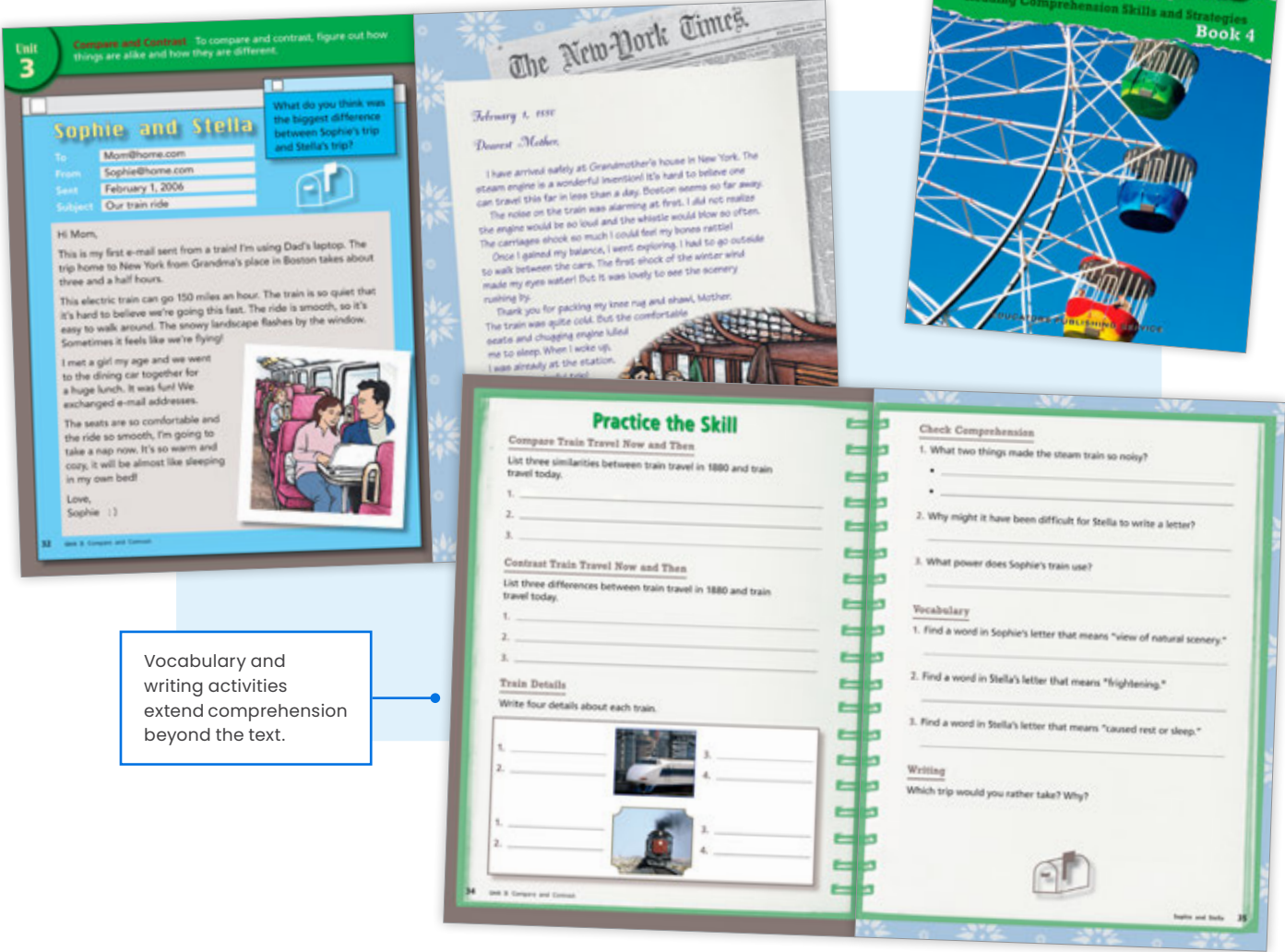


Focus questions help students concentrate on the unit's focus skill and set a purpose for reading.



Unit	Student Book 3		Comprehension Library Title
1	Sequencing (San Francisco)	→	The Wallet in the Woods
2	Main Idea (Heroes)	→	Roberto Clemente
3	Compare & Contrast (United States & Australia)	→	Animals in Disguise
4	Predictions & Conclusions (Fables)	→	Ready, Set, Puppy!
5	Fact & Opinion (Environmental Issues)	→	In Search of the Yeti
6	Cause & Effect (Citizenship)	→	Tom, Maker of Chairs

Student Book 4



Unit	Student Book 4		Comprehension Library Title
1	Sequencing (How Is It done?)	→	Gulmamadak the Great
2	Main Idea (Inventions & Inventors)	→	Mountain Biking Adventure
3	Compare & Contrast (Getting from Here to There)	→	The Big Move
4	Predictions & Conclusions (In the Community)	→	Caleb Piper, Private Eye
5	Fact & Opinion (In the Ocean)	→	The Loch Ness Monster: Fact or Fiction?
6	Cause & Effect (Life in the United States)	→	Glow Worms

Student Book 5

# Special Effects

The *Titanic* sinks into the Atlantic Ocean. A tornado lifts a cow up into the air. Filmmakers frequently create illusions like these that are so convincing they seem real. Using special effects, filmmakers are able to portray events and characters that they cannot film in real life.

**What are some of the most interesting ways of creating sound effects?**

Extreme weather conditions such as tornadoes can be created using computer-generated imaging. Using a computer, technicians create a tornado that is then added to the existing film. Weather can also be created without computers. For instance, to produce wind on a movie set, filmmakers use a large electric fan. A simple hose is used for rain. Falling snow might be plastic chips or even shredded feathers. In short, whatever the weather, there's a special effect to create it.

"Crash!" "Bang!" "Woof!" These sounds are often created by a Foley artist. Foley artists develop specific noises or sounds that make the film seem more realistic. The rattling of a train, the rustling of leaves, and the sound of a bird flapping its wings may all be added to the soundtrack after filming has been completed. Next time you go to the movies, listen carefully. The crackling of a fire might actually be the crackling of cellophane!

Computer-generated imaging has been used to create realistic tornado scenes in films.

Photo: Main Idea

# Effects

Costumes and makeup are often special effects. For instance, to make an actor look older, makeup artists might use latex rubber to add fake wrinkles. Masks, false teeth and nails, and lots of hair can even make actors look like animals.

On the other hand, have you ever seen a movie with real animals that look like they're talking, singing, or dancing? These effects are all created using computers. As computer technology becomes more advanced, so do special effects.

Sometimes entire movies are made using special effects. A whole world and all its characters can be created through computer-generated animation. Some characters are drawn.

Photo: Main Idea

## Making Connections

Reading Comprehension Skills and Strategies Book 5

EDUCATORS PUBLISHING SERVICE

### Practice the Skill

#### Main Ideas

Write each of the three main ideas below next to its correct paragraph number, then fill in the main ideas for the other paragraphs.

Special effects can create any kind of weather. Special effects can be used to create entire movies. Special effects show things that can't be filmed in real life.

1





2

3

4

5

6



### Identify Details

Write some details about how special effects are used to create the following:

#### Sound

#### Weather

#### Costumes and Makeup

#### Entire Movies

### Vocabulary

- What is the name for the person who creates special sound effects, such as footsteps or galloping horses, in a movie?
- Find a word on page 8 that means "something that appears to be real but isn't."

Graphic Organizers help students visualize and understand relationships among ideas or information in the text.

Unit	Student Book 5	Comprehension Library Title
1	Main Idea (Movies)	→ Rock Climbing
2	Compare & Contrast (Colonial Life)	→ A Virtual Visit: Mexico City and Boston
3	Predictions & Conclusions (Boating Disasters)	→ Tarella
4	Fact & Opinion (Natural Resources)	→ Rainbows
5	Cause & Effect (Endangered Species)	→ The Astonishing Book
6	Figurative Language (Regions of the United States)	→ A Way with Words

Student Book 6


### Clever Inventions

Ancient Egyptians developed many creative inventions to help improve their lives.

**Paper, Pen, and Ink**

Over 5,000 years ago, Egyptians wrote symbols known as hieroglyphs. They carved these symbols in stone to create permanent records of their writing. They also wrote on clay tablets that could be carried from place to place. And it was around this time that they invented the first paper. It was made from the papyrus reed, a grass-like plant that grew in the Nile Valley. The English word *paper* comes from the word *papyrus*. The invention of paper made written communication available to more people.

Egyptians who could write were called *scribes*. Scribes were highly respected. They wrote with pens made from reeds. They used black ink, made from finely ground carbon or soot, and red ink, made from a finely ground stone called *ocher* (oh-ker). Because the documents they wrote were made from papyrus, they could be rolled up and sent far and wide.



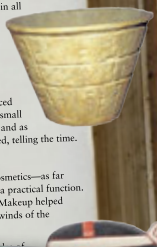
**Sundials and Water Clocks**

Egyptians invented the sundial to tell time during the twelve daylight hours. But Egyptian priests had to perform ceremonies in their temples at exact times, both day and night, in all kinds of weather.

The Egyptians invented a water clock that could tell time during daylight and nighttime hours, in summer and in winter. They came up with this idea when they observed that water dripped out of a hole in a container at a steady rate. To create the clock, they carved evenly spaced markings down the inside of a deep dish with a small hole in the base. The dish was filled with water, and as it dripped slowly out, the markings were exposed, telling the time.

**Cosmetics**

Egyptians were among the first people to use cosmetics—as far back as 4000 BCE. Then, eye makeup also had a practical function. Egypt is a hot, dry country, with blinding sun. Makeup helped protect people's eyes from the sun and the dry winds of the desert.



### Practice the Skill

**Draw Conclusions**

- How did the invention of paper, pen, and ink broaden communication in ancient Egypt?
- Why did the ancient Egyptians need to invent a more reliable clock than the sundial?
- What could have happened to make the water clock unreliable?

**Predict Outcomes**

What do you think your life would be like without writing, clocks, and makeup?

If Never Invented	Outcome
writing	
clock	
makeup	

### Check Comprehension

- What practical purpose did eye makeup have in ancient Egypt?
- Why was ancient Egyptian makeup colored shades of green, black, and gray?

**Vocabulary**

- Write the meanings of these words as they are used in the text.
  - tablets
  - function
- What is a *scribe*?  
How is the meaning of *scribe* related to the meaning of *inscribe*?  
They both have to do with

**Writing**

- Which invention from the text do you think made the biggest impact on the lives of ordinary ancient Egyptians? Why?
- Write about one modern invention that you think has had the most dramatic effect on communication today.

The variety of high-interest topics helps students increase knowledge in content areas such as social studies, geography, science, literature, and physical and health education.

Unit	Student Book 6	Comprehension Library Title
1	Main Idea (Out in Space)	→ The Outer Banks of North Carolina
2	Compare & Contrast (Occupation)	→ The Rio Grande
3	Predictions & Conclusions (Ancient Egypt)	→ The Mysterious Disappearance of Amelia Earhart
4	Cause & Effect (Health and the Body)	→ Whale Rescue
5	Figurative Language (Modern Life)	→ Voices of Clay
6	Bias & Prejudice (Community)	→ A Trip to Puerto Rico

# Comprehension Library

Grades 1–6

MTSS

1 2

Accelerated  
Reader

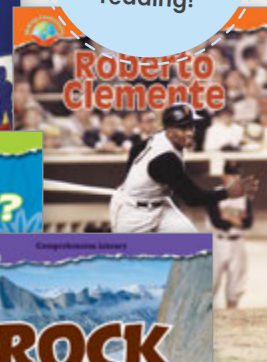
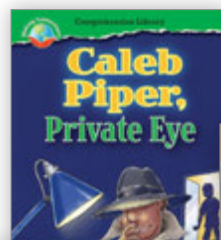
Advancing vital reading comprehension skills is what the **Making Connections® Comprehension Library** is all about.

Engaging students with a balance of appealing informational and narrative titles, these readers help students build and apply the essential strategies and skills necessary for reading comprehension.

This multi-genre collection prepares students to analyze and interpret diverse narrative and informational materials encountered outside the classroom.

- ✓ Students build meaning through strategies such as prior knowledge activation, monitoring comprehension, activation of background knowledge, and comprehension monitoring.
- ✓ Nonfiction readers incorporate features such as indexes, glossaries, tables of content and captions.
- ✓ High-interest topics, colorful illustrations, and captivating photographs engage students.
- ✓ Titles from various levels may be used to differentiate instruction in classrooms with a range of learning needs.

Students  
jump-start into  
“real world”  
reading!



## How Does Hail Form?

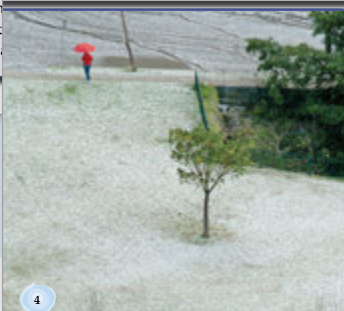
Hail forms inside storm clouds. Wind blows inside the clouds. The wind carries raindrops up, where the air is colder. The cold air turns the raindrops into chunks of ice.



## What Is Hail?

Sometimes when there is a thunderstorm, chunks of ice fall from the sky. The chunks can be big or small. They are called hail or hailstones.

The long the storm. When the wind blows the ground.



Hailstones are a milky-white color. They are round like a ball. Most are as small as peas.



However, some hailstones are as big as golf balls. Others can even be as large as grapefruits.



Visit [epslearning.com](https://www.epslearning.com) to view our Making Connection products.  
Questions? Contact your EPS Learning Account Executive.

[epslearning.com](https://www.epslearning.com) | 866.716.2820

EPS  
LEARNING