

Making Connections®

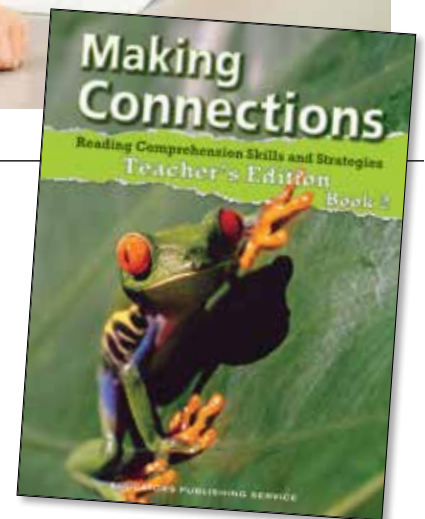
GRADES 1-6



PROGRAM OVERVIEW



Explicit Instruction
for Comprehension
Skills and Strategies



 School Specialty.
Instruction & Intervention

epsbooks.com/MC

Making Connections®

“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

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 opinion. 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*

*Denotes a research-based strategy

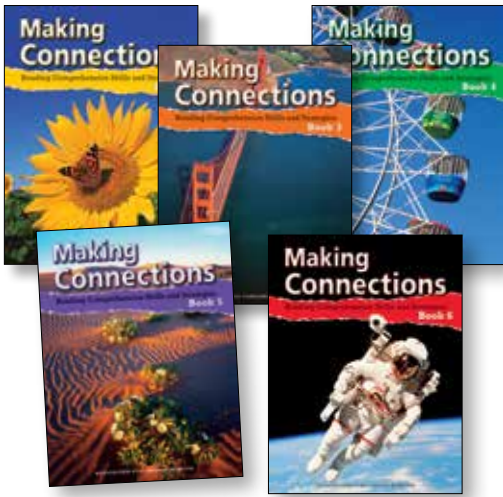
SKILLS	Book 1	Book 2	Book 3	Book 4	Book 5	Book 6
Identifying Detail						
Sequencing						
Main Idea						
Compare and Contrast						
Drawing Conclusions/ Predicting Outcomes						
Fact and Opinion						
Cause and Effect						
Figurative Language						
Bias and Prejudice						

■ Introducing the skill

■ Building on a previously introduced skill

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

Program Components



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



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.



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.

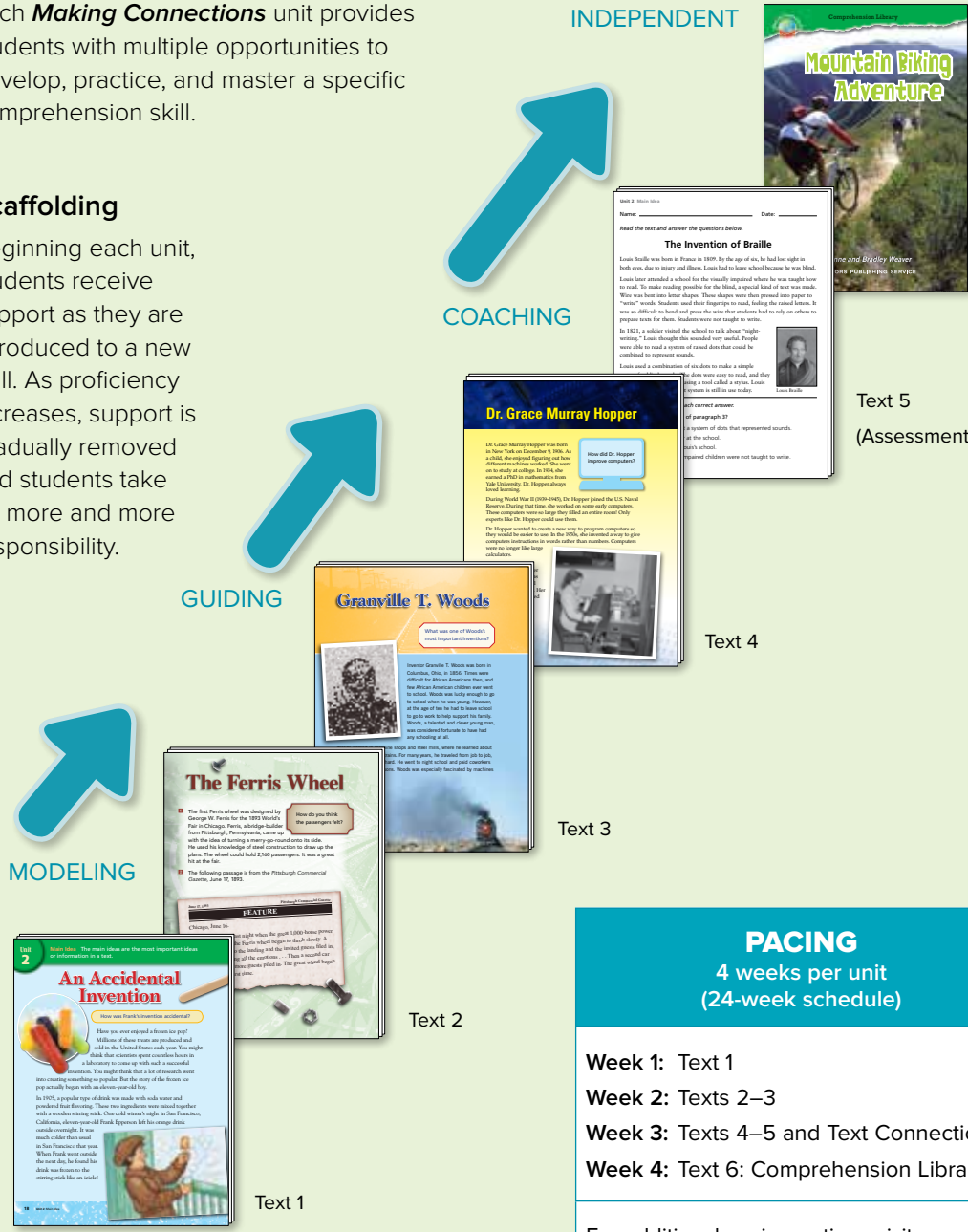
Accelerated Reader quizzes are available to help you keep track of reading progress. To find **Making Connections** quizzes visit arbookfind.com and search by title.

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.



Book 4, Unit 2, Main Idea

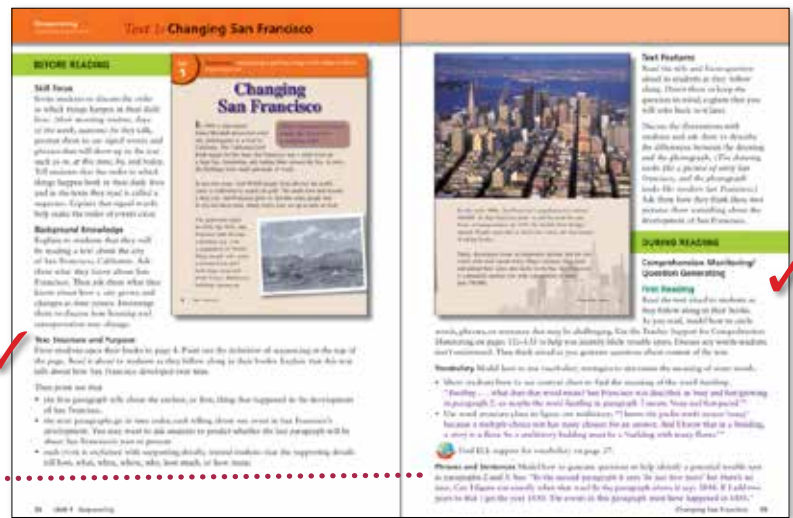
Text 1: Changing San Francisco

BOOK 3
Sequencing
Sample
Unit

Text 1 Scaffold Level: Modeling

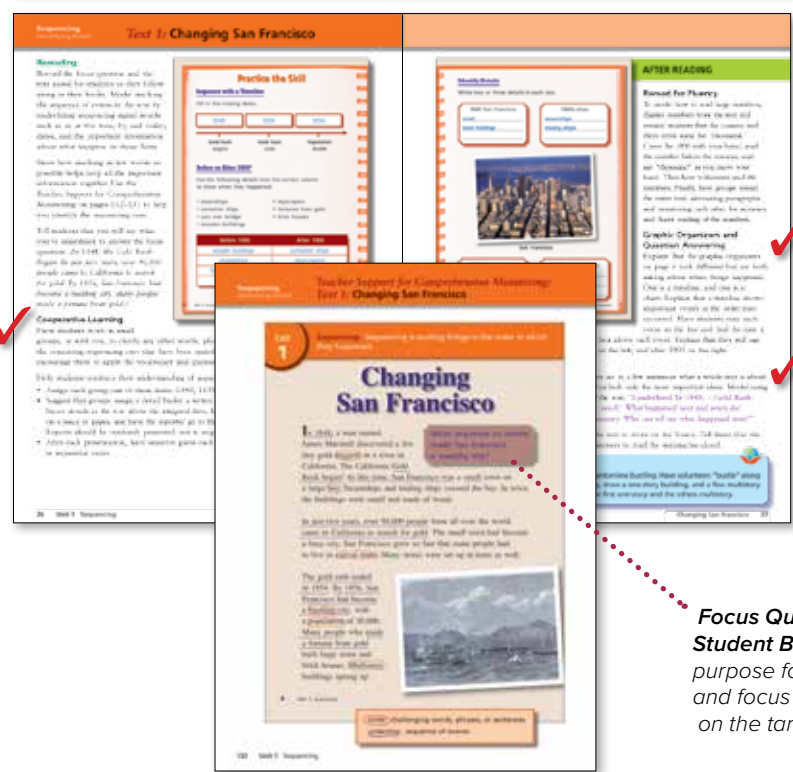
The teacher introduces and defines the skill, then reads **Text 1** aloud to students as they follow along in their books. The teacher then models how to identify the target skill and apply comprehension strategies.

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.

Think alouds are used to model strategies of comprehension monitoring and question generating, helping students mark the text.



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

A indicates a research-based strategy.

Teacher's Edition includes a model version of Text 1 with student markings in reproducible format

Text 2: Golden Gate Bridge

BOOK 3
Sequencing
Sample
Unit

Text 2 Scaffold Level: Guiding

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.

During Reading strategies focus on Comprehension Monitoring. Students continuously gauge their understanding of the text by generating questions, connecting ideas, and applying vocabulary strategies.

ELL support is provided at point-of-use to make activities more meaningful to English Language Learners.

Students mark the text as the teacher invites them to raise questions about challenging words, phrases, or sentences, and to identify the skill. Instruction progresses from teacher modeling, to guiding, to coaching, to student independence.

Text 3: San Francisco Earthquake

BOOK 3
Sequencing
Sample
Unit

Text 3 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.

BEFORE READING

Skill Focus
This is a selection in fiction representing a significant event in the author's cultural, ethnic, or racial background. The author's purpose is to inform, entertain, or persuade. The author's style is characterized by a focus on narrative and descriptive details. The author's tone is serious and informative.

Background Knowledge
Have students tell what they know about the San Francisco Earthquake. Ask them if there was a big event in San Francisco's history, and if so, when and what it was. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

Next ELA Strategies
Background knowledge on page 11.

Next Standards and Practices
Have students read the book on page 11. Encourage them to discuss the text and make connections to their own lives. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

Next Features
Have students read the book on page 11. Encourage them to discuss the text and make connections to their own lives. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

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

REREADING

Have students reread the text on page 11. Encourage them to discuss the text and make connections to their own lives. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

Cooperative Learning
Have students work in small groups to read the text on page 11. Encourage them to discuss the text and make connections to their own lives. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

Next
Have students read the book on page 11. Encourage them to discuss the text and make connections to their own lives. Have them mark on the map the location of San Francisco and the San Francisco Bay Area. Have them mark on the map the location of the San Francisco Bay Area.

Practice the Skill

Sequencing
Put the following events in the correct order on the timeline.
1. earthquake starts
2. people flee town
3. soldiers and police fight fires
4. houses lie in ruins

Graphic Organizer and Question Answering
Have students compare the timeline on page 11 with the one on page 10. Ask: "How is the timeline different from the others?" (On the page 11 timeline, the earliest date is on the top and moves down as the later dates on the bottom. On the page 10 timeline, the earliest date is on the left and moves across to the later dates on the right.)

Summarizing
Have students work in small groups to create an oral summary of the text on page 11. Have 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.

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.

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

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.

Text 4: Transportation in San Francisco

Text 5: Founding San Francisco

BOOK 3
Sequencing
Sample
Unit

Text 4 & 5 Scaffold Level: Independent

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

In what sequence did transportation improve 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 for 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 1945, 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 as BART, started its first passengers in 1972.



Practice the Skill

Transportation Sequences

What new forms 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 _____



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 Chinese people had lived in this area for more than one 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.

Write an underline 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

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 Chinese
 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 farmers
 C miners
 D the Chinese

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

TEXT 4: Transportation in San Francisco
Skill 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 as before. Underline the one and complete the activities. For these activities, students who need extra support, suggest the following:

- Use what you know about San Francisco from other texts and/or read to predict the changes in transportation.
- Think about how the photographs of the trolley and the subway show the changes.
- Underline details and phrases that show the text sequence.

Practice the Skill
Transportation Sequences
What new forms 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
Use the Sequencing Assessment (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. Answer 1, 3, 1, 3, 1, 3, 1, 3, 1, 3.

Text Connections

BOOK 3
Sequencing
Sample
Unit

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 Connections

Explore the following questions and activities with the whole class or in small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

- 1 Would you rather live in San Francisco today or during the time of the Gold Rush? Why?
- 2 In what ways did the discovery of gold lead to the growth of San Francisco? Explain your ideas in writing and/or with a graphic organizer.
- 3 How did the growth of San Francisco lead to new forms of transportation? Explain your ideas in writing and/or with a graphic organizer.
- 4 What kinds of transportation do people use in your town? What do you think is the best way to get around your town?
- 5 Compare your town with San Francisco today.
- 6 When people think of San Francisco, they may think of a landmark like the Golden Gate Bridge. They may also think about events like the Gold Rush or the earthquake of 1906. What landmarks or events come to mind when you think about your town?
- 7 What are some differences between the kind of writing in a diary and a nonfiction report?
- 8 San Francisco was originally called Yerba Buena. Find out what this name means. If you could change the name of your town, what would you call it? Think of a name that relates to the history of your town.
- 9 Create a timeline that shows a sequence of events in the history of your town.
- 10 Use the internet to research additional information about the San Francisco earthquake. Share with the class one thing you learned.

Text Connections 27

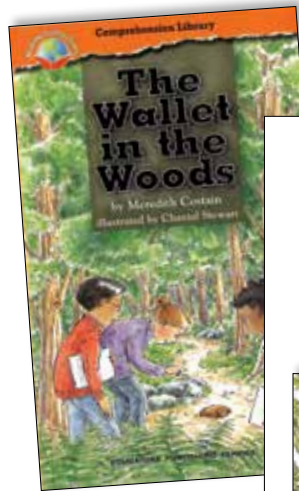


Text 6: The Wallet in the Woods

BOOK 3
Sequencing
Sample
Unit

Text 6 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

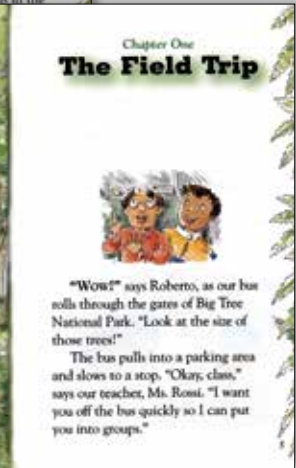
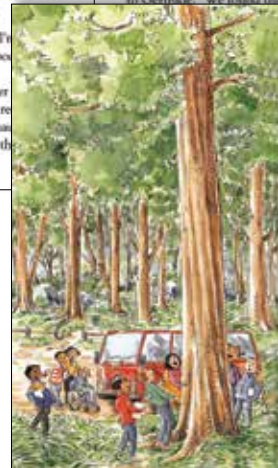
- When do the boys first start to think that it might be okay to have Lucy in their group? What words or phrases tell you this?
- What sequence of clues leads the group to Gertrude Hocking? Copy and complete a chart like the one below.
- What sequence of steps would you take if you found a wallet on the ground?



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



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

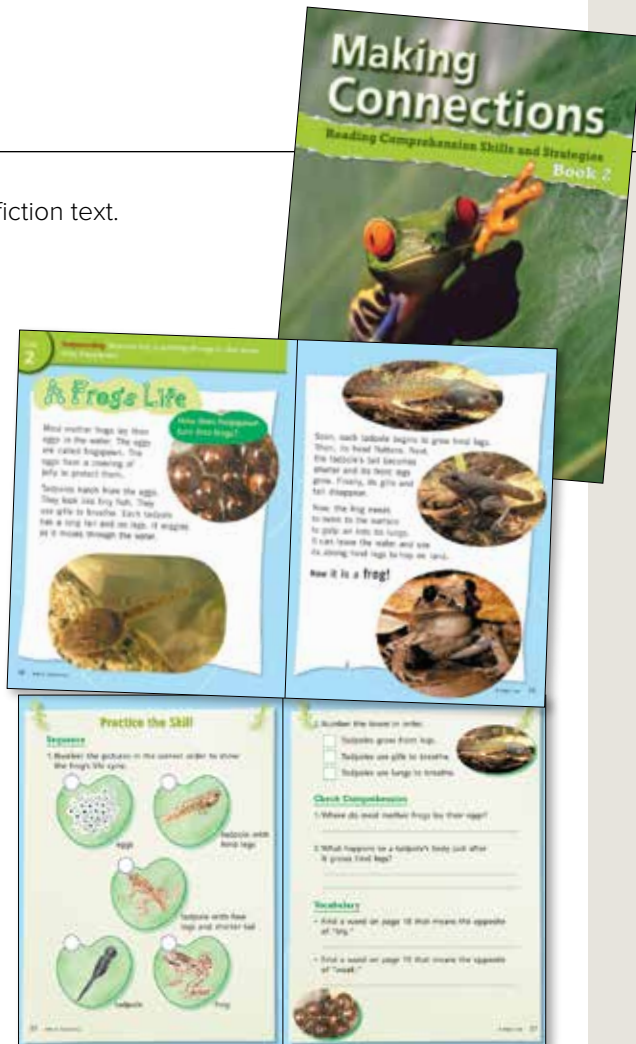


Teacher's Edition notes support application of strategies before, during, and after reading the full-length library titles.

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

Student Books 1 & 2

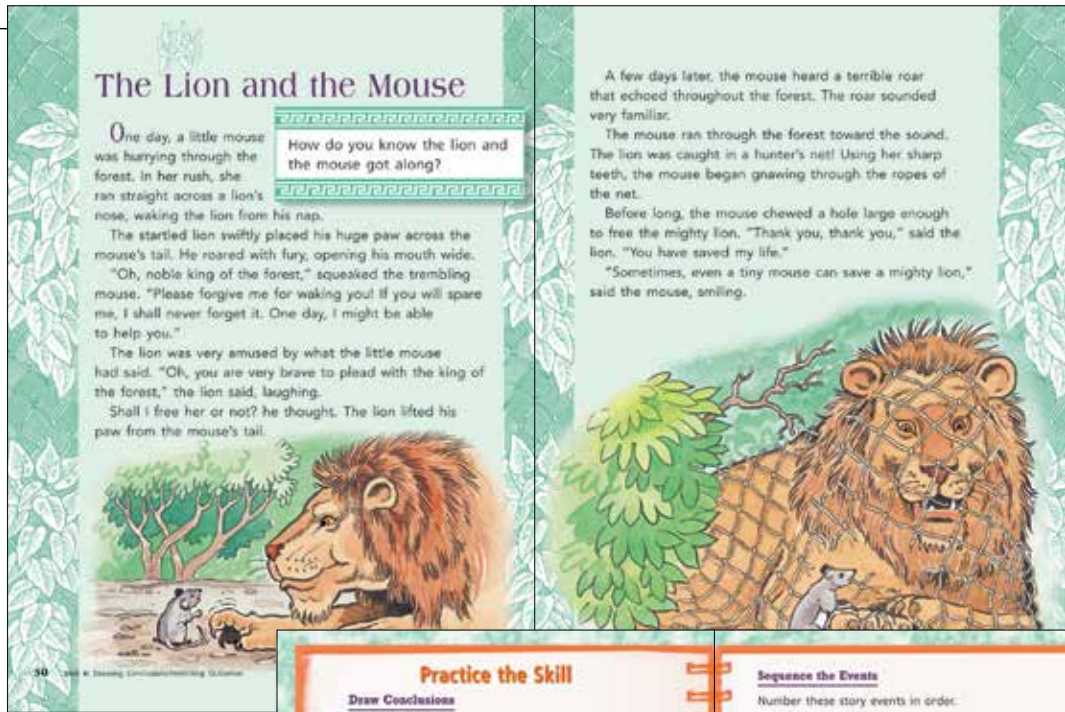
Every **Student Book** provides a blend of fiction and nonfiction text.



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

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.

Practice the Skill

Draw Conclusions
Finish the following sentences.

The mouse ran across the lion's nose because _____



When the lion had his paw on the mouse's tail, the mouse was feeling _____

Predict Outcomes

- If the mouse had called the lion a cruel monster, what do you think the lion would have done?

- What do you think a real lion would have done?

Sequence the Events
Number these story events in order.

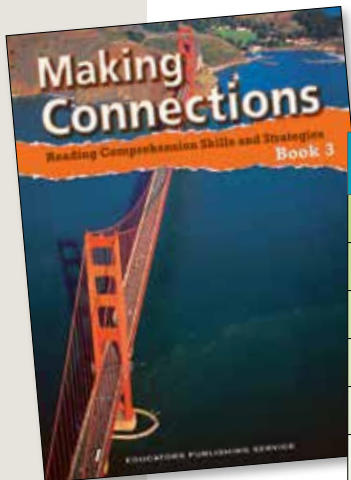
- The lion is free.
- The mouse saw the lion in the net.
- The mouse heard a roar.
- The mouse gnawed the ropes.

Lesson of the Story
If the lion said, "I've learned an important lesson today," what would that lesson be?

Vocabulary
Draw pictures to show what these phrases mean.

roaring with fury

trembling with fear



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 3 **Compare and Contrast** To compare and contrast, figure out how things are alike and how they are different.

Sophie and Stella

To: Mom@home.com
From: Sophie@home.com
Sent: February 1, 2006
Subject: Our train ride

Hi Mom,

This is my first e-mail sent from a train! I'm using Dad's laptop. The trip home to New York from Grandma's place in Boston takes about three and a half hours.

This electric train can go 150 miles an hour. The train is so quiet that it's hard to believe we're going this fast. The ride is smooth, so it's easy to walk around. The snowy landscape flashes by the window. Sometimes it feels like we're flying!

I met a girl my age and we went to the dining car together for a huge lunch. It was fun! We exchanged e-mail addresses.

The seats are so comfortable and the ride so smooth, I'm going to take a nap now. It's so warm and cozy, it will be almost like sleeping in my own bed!

Love,
Sophie

What do you think was the biggest difference between Sophie's trip and Stella's trip?

The New-York Times

February 1, 1880


Dearest Mother,

I have arrived safely at Grandmother's house in New York. The steam engine is a wonderful invention! It's hard to believe one can travel this far in less than a day. Boston seems so far away. The noise on the train was alarming at first. I did not realize the engine would be so loud and the whistle would blow so often. The carriages shook so much I could feel my bones rattle!

Once I gained my balance, I went exploring. I had to go outside to walk between the cars. The first shock of the winter wind made my eyes water! But it was lovely to see the scenery rushing by.

Thank you for packing my knee rug and shawl, Mother. The train was quite cold. But the comfortable seats and chugging engine lulled me to sleep. When I woke up, I was already at the station. What a wonderful trip!

Your loving daughter,
Stella



Practice the Skill



Compare Train Travel Now and Then
List three similarities between train travel in 1880 and train travel today.

- _____
- _____
- _____

Contrast Train Travel Now and Then
List three differences between train travel in 1880 and train travel today.

- _____
- _____
- _____

Train Details
Write four details about each train.

1. _____		3. _____
2. _____		4. _____

Check Comprehension

- What two things made the steam train so noisy?
• _____
• _____
- Why might it have been difficult for Stella to write a letter?

- What power does Sophie's train use?

Vocabulary

- Find a word in Sophie's letter that means "view of natural scenery."

- Find a word in Stella's letter that means "frightening."

- Find a word in Stella's letter that means "caused rest or sleep."

Writing
Which trip would you rather take? Why?

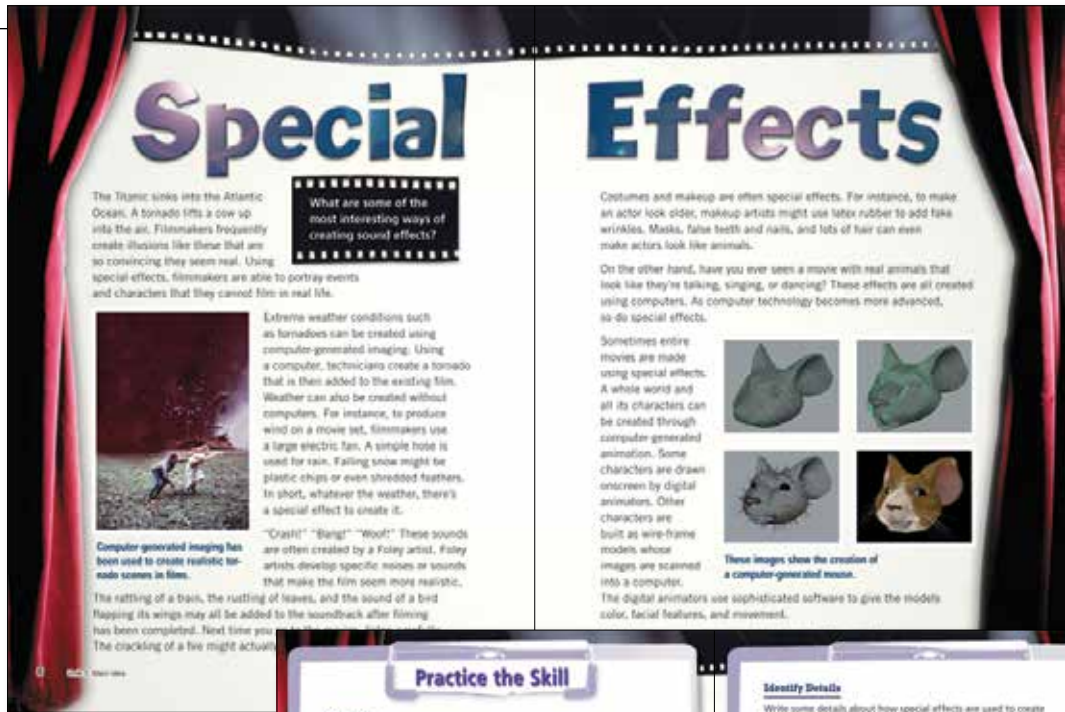


Vocabulary and writing activities extend comprehension beyond the text.

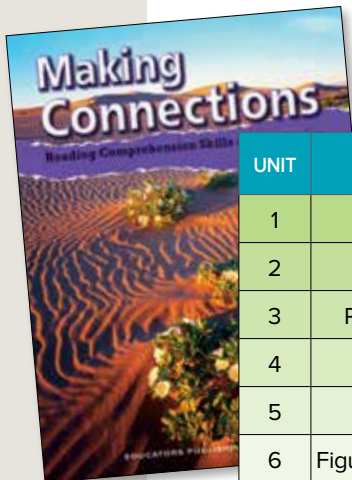
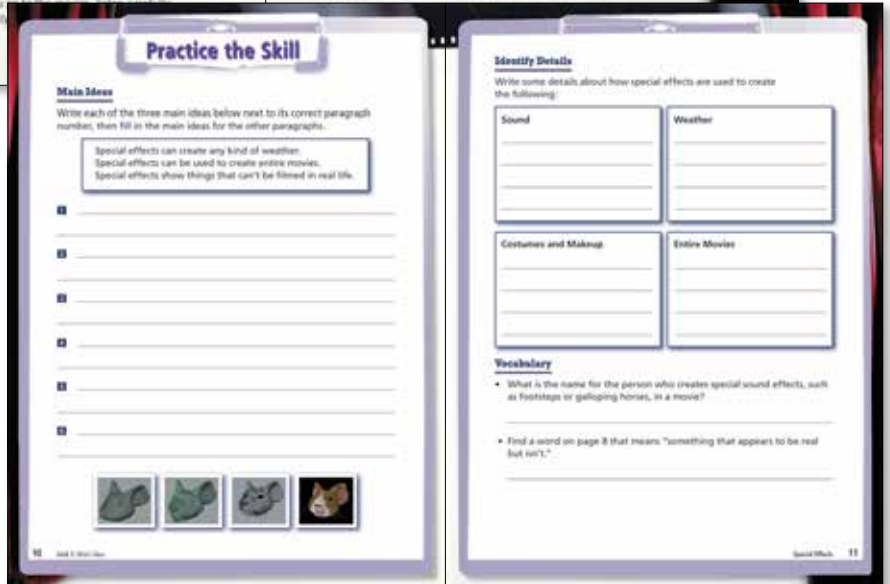
UNIT	STUDENT BOOK 4	COMPREHENSION LIBRARY TITLE
1	Sequencing (How Is It done?) ➔	Gulmamadak the Great
2	Main Idea (Inventions & Inventors) ➔	Mountain Biking Adventure
3	Compare & Contrast (Getting from Here to There) ➔	The Big Move
4	Predictions & Conclusions (In the Community) ➔	Caleb Piper, Private 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

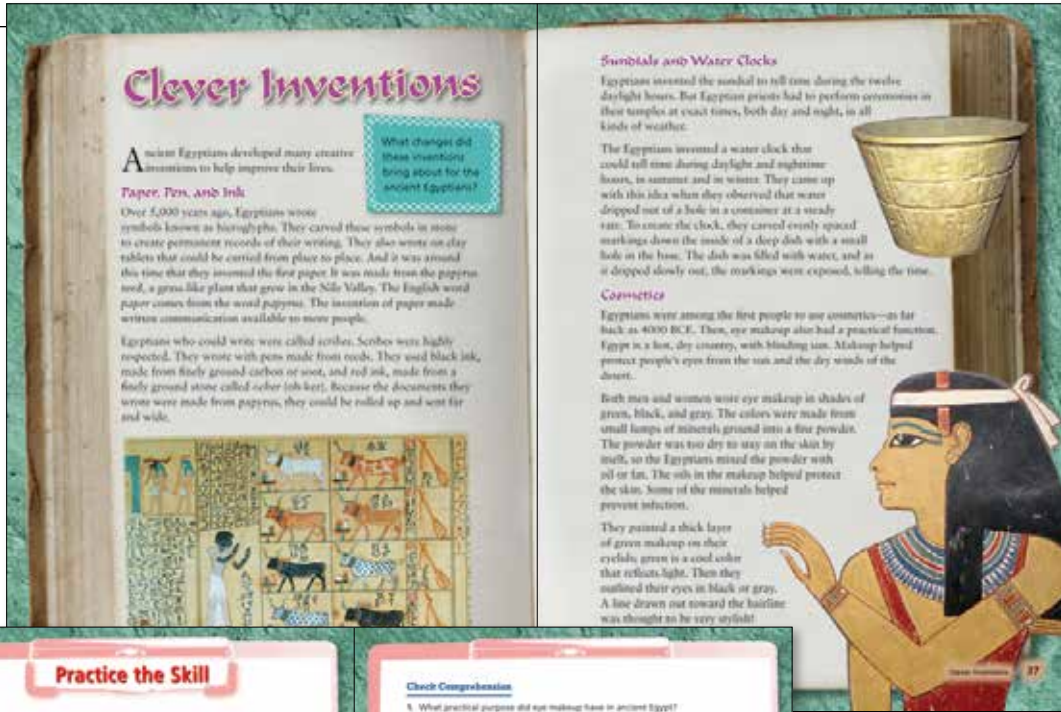


Graphic Organizers help students visualize and understand relationships among ideas or information in the text.



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



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	Outcomes
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.
 - sphinx
 - function
- What is a scribe? How is the meaning of scribe related to the meaning of "scribe"?

They both have to do with _____

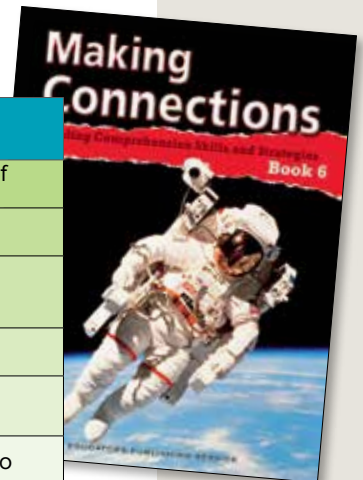
Writing

- 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



Making Connections®



Comprehension Library

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



For the student, a jump-start into "real world" reading

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.

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.

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.

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.

The wind blows the raindrops up higher and higher.

Hail starts small inside the clouds.

As more raindrops fall on the hail, it gets bigger.

The longer the chunks of ice stay in the storm clouds, the bigger they get. When the chunks get too heavy for the wind to carry, they fall to the ground as hail.

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