Meeting the Common Core State Standards with Making Connections

Making Connections® is a comprehensive reading comprehension program for grades 1–6 that aligns with the Common Core State Standards (CCSS) for English Language Arts. The program covers topics across the CCSS English Language Arts domains of Reading: Literature, Reading: Informational Text, Reading: Foundational Skills, Writing, Speaking & Listening, and Language.

Making Connections® prepares students to analyze and interpret diverse fiction and nonfiction materials to meet the Common Core State Standards.

Students will learn how to:
- Understand skills such as cause & effect, drawing conclusions, and predicting outcomes
- Locate, interpret, and organize key information in a text
- Analyze words in a text using vocabulary strategies
- Utilize text features such as photos, tables, maps, graphs, indexes, and glossaries
- Interpret a variety of genres including biographies, science & social studies articles, myth, and much more

To view the Common Core Alignment visit epsbooks.com/MC

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<th>Features</th>
<th>Benefit</th>
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<td>Students interact with text by marking challenging vocabulary and identifying comprehension skills</td>
<td>Student’s markings provide a concrete representation of the transparent, complicated strategies utilized by active, purposeful readers.</td>
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<td>A blend of fiction and nonfiction texts include biographies, science and social studies articles, business letters, poetry, and fictional and contemporary narratives</td>
<td>Students apply a repertoire of strategies to gain meaning from texts that reflect the variety students will encounter in and outside of school.</td>
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<td>Multiple texts on one theme for the development of every skill</td>
<td>Opportunities for practice give students the confidence to transfer skills and strategies to all reading situations.</td>
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<td>Scaffolded, explicit instruction plans which progress from teacher modeling, to guiding, to coaching, to student independence</td>
<td>At each step, teachers provide students with a level of support that allows for success but requires cognitive effort. Teacher gradually withdraw support as students become more successful.</td>
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<td>Text Connections questions and activities at the end of each skill-based, thematic unit</td>
<td>Students use critical thinking skills as they analyze, synthesize, and evaluate the content of the text selections in each unit for independent or cooperative learning projects.</td>
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Skills and Strategies

Each unit focuses on one comprehension skill, such as comparing and contrasting, identifying main idea, or differentiating between fact and opinion. The strategies are the vehicle through which students will acquire, develop, and refine comprehension skills—requisite abilities that enable students to read a text with understanding.

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For detailed product information, visit epsbooks.com/MC
Student Books
High-interest fiction and nonfiction reading selections are designed for active, strategic reading and identification of specific comprehension skills.

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 fiction and nonfiction titles.

Teacher’s Editions
Explicit instructional plans in wrap-around format provide scaffolded instruction with point-of-use teaching strategies and techniques, as well as reproducible assessments.

Accelerated Reader quizzes are available to help you keep track of reading progress.

To learn more visit renlearn.com
A Scaffolded Approach

**Book 3, Unit 1**  
*Skill: Sequencing, Theme: San Francisco*

At the beginning of 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.

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

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**Text 1**  
*San Francisco Earthquake*

When I woke up, my bed was moving! Books were falling off the shelves. I pulled the covers over my head. Then I heard Mom and Dad calling me. Furniture had fallen over. Mom’s favorite plates were all smashed on the floor. I jumped up, and we raced downstairs. Some of the dogs were barking, and I ran over to the window. The sun was just coming up. I could see big cracks and holes in the pavement. Some houses had fallen down! Dad went outside. People in their nightclothes were crying. When Dad came back, he told us there was an earthquake, maybe the biggest earthquake ever!

On what day do you think the scariest sequence of events occurred?

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**Text 2**  
*Golden Gate Bridge*

San Francisco Earthquake

San Francisco's Golden Gate Bridge is one of the world's largest bridges. It connects San Francisco Bay and the Pacific Ocean. Before the bridge was built, the only way to cross the strait was by boat. In 1872, Joseph Strauss drew up his first plans for the Golden Gate Bridge. However, it took almost fifty years for someone to work out how it could be done.

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**Text 3**  
*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, or stagecoaches. By 1850, people used boats and ferries to get to different places around the bay. In the early 1900s, people traveled by bicycle, motorcar, and trolley.

In 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 as BART, carried its first passengers in 1972.

In what sequence did transportation improve in San Francisco?

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**Text 4**  
*Changing San Francisco*

In 1906, a man named James Marshall discovered gold at Sutter’s Mill near the California Gold Rush. It brought a great fortune from gold. Many people came to California to search for gold. The small town had become a bustling city. San Francisco grew so fast that some people had to live in canvas tents. Many stores were set up in tents as well.

San Francisco had become a wealthy city? made San Francisco a large bay. Steamships and trading ships crossed the bay. In town, people traveled by boat.

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**Text 5**  
*Guiding*

San Francisco

A Scaffolded Approach

**Text 6**  
*Independent*

San Francisco

For additional pacing options visit epsbooks.com/MC

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

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

A “✓” indicates a Common Core State Standard

Think alouds are used to model comprehension monitoring and question generating.

Teacher’s Edition includes a model version of Text 1 with possible student markings.
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.
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.

**Sequencing**

**Before Reading**

**Skill Focus**

Ask a volunteer to define sequencing, (putting things in the order in which they happen) Ask another volunteer to give an example of signal words (before, after, then, next, now, at this time, today)

**Background Knowledge**

Have students recall what they remember about the California Gold Rush. Tell them of a big event in San Francisco’s history, and that they are going to read about another (the earthquake of 1906). Invite students to discuss what they know about earthquakes. Then have pairs share their ideas with the class.

**Text Structure and Purpose**

Have students open their books to page 12. Encourage them to discuss how the text looks different from the others they have read in this unit. Then discuss what kind of text they are reading. (It is written in a book) 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. Ask about and praise the memory of things that happens in their lives.

**Text Features**

Invite students to read the title and focus question silently, then ask a volunteer to read them aloud. (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. Ask about and praise the memory of things that happens in their lives.

**Vocabulary**

Have students underline elements in the text that help them understand the sequence of events. If they have not underlined the dates, point out the dates and explain sequencing by showing exactly what day something happened. Then have students discuss the sequence of events. If they have not circled the phrase “shaken up,” ask them to picture in their minds the house shaking during the earthquake. Ask: “If your house was shaking, what words with minimal teacher support.

**During Reading**

**Comprehension Monitoring/Question Generating**

First Reading

Find ELL support for background knowledge on page 15.

Depending on students’ needs, have them read the text independently, in small cooperative groups, or with teacher support. Read aloud the text to those who need it. After students have read, they can reinforce their understanding of compound words by focusing on accuracy and appropriate expression of emotions.

**Graphic Organizers and Question Answering**

Have students compare the timelines on page 10 with the one on page 19. Ask: “How is this timeline different from the other one?” Invite students to share their ideas. Then write their ideas on the board. Discuss the differences. Then have students read the text with a partner as they monitor each other for accuracy and appropriate expression of emotions.

**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.

**Cooperative Learning**

Give students the opportunity to work in small groups, or with your partner, to discuss the signal words, phrases, and sentences, and the sequence of events that they have discussed. Then invite the group to share their ideas with the class. Next, students can continue 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 rehearse and practice.
- Then have each group perform for the class.
- Invite the out of the class to listen to determine the date which the event occurred.

**Summarizing requires students to determine important ideas, condense them, and put them in their own words with minimal teacher support.**

**After Reading**

**Activities have students reread the text in pairs or small groups to increase fluency.**

**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 the dates and explain sequencing by showing exactly what day something happened. Then have students discuss the sequence of events. If they have not circled the phrase “shaken up,” ask them to picture in their minds the house shaking during the earthquake. Ask: “If your house was shaking, what words with minimal teacher support.

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**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.
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.

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:

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

Text 4 is a brief, in-book formative assessment that encourages independent application of skills and strategies.

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

Text 5 in 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.
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.

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.

After-reading questions and a skill-specific graphic organizer on the inside back cover aid students in building meaning.
Engage students in higher-order thinking skills such as Analysis, Synthesis, and Evaluation.

Text Connections are culminating activities that help students to evaluate and integrate what they have learned in Texts 1–5 for a deeper understanding.

**Students will:**
- learn cooperatively as they apply multiple comprehension strategies.
- make connections to their own lives through writing and discussion.
- conduct additional research on topics presented in the unit.
- create class presentations based on what they have learned.

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.
Student Books

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

Book 1

A Beautiful Sunflower

How do you grow a sunflower?

1. To grow beautiful sunflowers, you need a big flower pot, soil, and seeds.

2. Place some soil in the flower pot.

3. Dig a small hole in the soil.

4. Put the sunflower seed in the hole.

5. Water it and give it sunshine.

6. Cover it with soil.

7. Place soil in pot.

8. Put seed in hole.

Practice the Skill

Sequence

Number these boxes so the steps for growing a seed are in the right order.

1. Make a hole.

2. Water it and give it sunshine.

3. Cover seed with soil.

4. Place seed in soil.

5. Put seed in hole.

Check Comprehension

1. What three things do you need first to grow beautiful sunflowers?

2. What two things do the plants need every day?

Vocabulary

Find a word on page 40 that means "very small plant."

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Book 2

A Frog’s Life

How does a frog get his hind legs?

Most mother frogs lay their eggs in the water. The eggs are covered with jelly to protect them.

Tadpoles hatch from the eggs. They look like tiny fish. They use gills to breathe. Each tadpole has a long tail and no legs. It wiggles as it moves through the water.

Soon, each tadpole begins to grow hind legs.

Then, its head flattens. Next, the tadpole’s tail becomes shorter and its front legs grow. Finally, its gills and tail disappear.

Now the frog needs to swim to the surface to gulp air into its lungs. It can leave the water and use its strong hind legs to hop on land.

Now it is a frog!

Practice the Skill

Sequence

1. Number the pictures in the correct order to show the frog’s life cycle.

2. Number the boxes in order.

Vocabulary

Find a word on page 18 that means the opposite of “tag.”

Find a word on page 19 that means the opposite of “weak.”

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The Lion and the Mouse

有一天，一只狮子正在穿过森林。在它的吼声中，它看到了一只老鼠，这是一只生活在狮子鼻子下的老鼠。狮子很喜欢叫它的名字，这样就可以引起老鼠的注意。狮子问它：“你好，我的朋友，你在做什么呢？”老鼠回答：“我正在寻找食物。”狮子说：“我可以帮助你，我会带你看一些有趣的东西。”老鼠点了点头，表示同意。

狮子带老鼠来到了森林的另一边，那里有一片开阔的草地。狮子说：“看，这是你最喜欢的地方，我们可以在这里玩。”老鼠点了点头，表示同意。

狮子和老鼠在草地上玩得很开心，它们一起跳过小溪，一起在草地上奔跑。狮子说：“你看起来很开心，这是你最喜欢的地方。”老鼠点了点头，表示同意。

狮子和老鼠在草地上玩了一整天，最后老鼠说：“谢谢你，狮子，你总是帮助我。”狮子点了点头，表示同意。

狮子和老鼠成为了好朋友，它们经常一起在草地上玩耍。这个故事告诉我们，狮子和老鼠虽然看起来不同，但是它们可以成为好朋友，只要我们愿意去了解和尊重它们。

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

Vocabulary and writing activities extend comprehension beyond the text.
Student Books

Book 5

Special Effects

The Atlantic sinks into the Atlantic Ocean. A bomb lifts a row up into the air. Filmmakers frequently create illusions like these that are so convincing they seem real. Using special effects, filmmakers can help portray events and characters that they cannot film in real life.

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 noses, 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 on screen by digital animators. Other characters are built as wire-frame models and their images are scanned into a computer. The digital animators use sophisticated software to give the models color, facial features, and movement.

Next time you watch a movie, think about what is real and what is special effect. You might be surprised!

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.

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."
High-interest topics help students increase knowledge in content areas such as social studies, geography, science, technology, literature, and physical and health education.
Practice Real World Reading!

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

- Cross-curricular topics build content-area knowledge
- Nonfiction readers incorporate features such as indexes, glossaries, tables of content, and captions
- High-interest topics, colorful illustrations, and captivating photographs engage students

See page 11 for Comprehension Library information!