

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

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

# Reading Strategies: Making Connections

## Making Connections

Good readers relate what they read to other experiences and knowledge.

There are three types of connections:

- Text-to-Self -- connections between the text and the reader's life and experiences
- Text-to-Text -- connections between the text and other books, movies, songs, articles
- Text-to-World -- connections between the text and events in the real world and history

**Directions:** Record the connection you made while reading. Be sure to include the page or paragraph number.

Types of Connections	Connections I made
<p><b>Text-to-Self</b> </p> <p>This reminds me of when I ...</p> <p>I can connect to the book because ...</p> <p>I connected to this when ...</p>	
<p><b>Text-to-Text</b> </p> <p>This reminds me of another book I read because ...</p> <p>This part makes me think of ...</p> <p>This is similar to ...</p>	
<p><b>Text-to-World</b> </p> <p>This makes me think about ...</p> <p>This part makes me remember ...</p> <p>This is like ...</p>	

# Reading Connections 3rd Grade

**Timothy Shanahan**



## Reading Connections 3rd Grade:

The Connection Between Mathematical and Reading Abilities and Disabilities Shelley Shaul, Joanna Christodoulou, Maria T. Sikkema-de Jong, 2022-05-03      **Reading Connection: Grade 4** Rainbow Bridge Publishing, 2003-05 Rainbow Bridge proudly presents The Connection Series workbooks designed for students in grades K 6 to provide grade level appropriate and focused practice in math reading and phonics in accordance with NCTM or NCTE standards      *Simply Stations: Independent Reading, Grades K-4* Debbie Diller, 2020-04-22 Teach students how to practice reading skills independently so learning sticks Simply Stations Independent Reading shows how to ensure that elementary students are purposefully and effectively practicing reading comprehension reading fluency selecting books decoding inference and summarizing every day Your students will soon be purposefully engaged and making critical steps to owning their learning Debbie Diller has been refining literacy stations sometimes called centers for more than 40 years working with thousands of teachers and students In this book she guides you step by step through planning for instruction that incorporates reading standards setting up and launching independent reading stations varying and refreshing content to reflection and ongoing modification What stands out in this book is the full integration of instruction Debbie shows how whole group lessons transfer to stations work so students are practicing key skills independently and gives you everything needed for success Recommendations by grade level at every step including grade appropriate materials and book choices fiction and informational texts for each station Whole group lesson plans differentiated by grade level and based on key reading standards to introduce and support independent and partner work On the spot formative assessment ideas and troubleshooting tips Ideas to improve English Language Learners reading skills including online Spanish language materials 30 time saving downloadable resources for teachers and students to ensure success and Dozens real classroom photos so you see the possibilities first hand Simply Stations Independent Reading gives you invaluable tips solutions and insight that can transform the way your students learn and practice reading skills It s time to boost the impact of your literacy stations      **Writing and Reading Connections** Zoi A. Philippakos, Steve Graham, 2022-10-13 Writing skills are essential for success in the 21st century school and workplace but most classrooms devote far more time to reading instruction with writing often addressed in isolation or excluded In this insightful professional development resource and text leading researchers discuss why and how to integrate writing and reading instruction in grades K 12 and beyond Contributors explore how to harness writing reading connections to support learning in such areas as phonics and spelling vocabulary understanding genre and text structure and self regulated strategy development as well as across content areas and disciplines Special considerations in teaching emergent bilingual students and struggling literacy learners are described User friendly features include guiding questions classroom examples and action questions that help teachers translate the research and concepts into practice An NCTQ Exemplary Text for Reading Instruction      RTI: The Classroom Connection for Literacy Karen A. Kemp, Mary Ann Eaton, 2008 To assist teachers in

implementing Response To Intervention RTI this book will link instructional techniques to assessment ensuring that data truly informs instruction This comprehensive resource will provide research based interventions for each of the five components of reading identified by the National Reading Panel as well as the important issue of motivation Thought provoking questions about student learning will guide the teacher to the appropriate intervention while step by step procedures for implementation of each technique along with measures to monitor students progress are what makes this book a must have for every classroom Reproducible forms allow for easy management and data collection

**Reading With Purpose** Erika Thulin Dawes,Katie Egan Cunningham,Grace Enriquez,Mary Ann Cappiello,2023 From the authors of the popular blog and resource for teachers The Classroom Bookshelf this book offers a framework and teaching ideas for using recently released children s and young adult literature to build a culture of inquiry and engagement from a text first approach Reading With Purpose is designed to help K 8 teachers tap into their inner reader to make intentional text selections for their students and to create joyful and purpose driven literacy learning experiences The heart of the book is organized according to four purposes for selecting and using literature care for ourselves and one another connect with the past to understand the present closely observe the world around us and cultivate critical consciousness Each chapter includes classroom stories accessible research reasons for why this matters now and criteria for selecting for this purpose A final section provides teaching invitations that pair with suggested books but can also be used with any high quality book teachers may already have in their classrooms Book Features Builds on important work from thought leaders urging teachers to create their own reading identities to help them do so for their students Describes a simple sustainable framework teachers and teacher educators can use immediately to make more purposeful text selections Provides myriad teaching ideas narrative anecdotes from diverse classrooms student work samples and reflective questions Offers a list of recommended recently published children s and young adult literature

*Connecting Boys with Books 2* Michael Sullivan,2009-01-01 Drawing on more than 20 years of experience Sullivan shows how to reinvigorate the sense of excitement that boys felt when they first heard a picture book being read aloud

**The Administration and Supervision of Reading Programs** Shelley B. Wepner,Joan T. Feeley,Dorothy S. Strickland,2002 Now in its Third Edition this popular textbook offers valuable information about administering effective reading programs from the pre elementary through the college level All chapters have been revised to include the most current information trends and research and a new chapters has been added on college university reading programs

Closing the achievement gap the impact of standards-based education reform on student performance : draft report for commissioners' review. ,2004

Leveled Reading, Leveled Lives Timothy Shanahan,2025-07-28 An engaging and evidence based examination of how reading instruction has been misinterpreted and misapplied for decades and how to right the course to improve reading skills for all students In Leveled Reading Leveled Lives leading literacy expert Timothy Shanahan curates a lively tour of the history of reading instruction in the United States

arguing that the most popular reading instruction method is failing students and suppressing their literacy achievement. He breaks down the reasons why teachers and researchers alike have favored this accepted wisdom known as instructional level theory in US schools over the past five decades and presents a compelling case for a new way forward that will bolster students' reading skills. Today it is not uncommon to find students in a fourth grade classroom reading books suitable for third, second, or even first graders. Teachers suggest books to students at their deemed instructional levels, but how these instructional levels are determined is suspect. With a comprehensive critical analysis of instructional level pedagogy, Shanahan exposes its shaky foundations and shows how faulty research findings have become so entrenched. He gathers an extensive body of research studies that overwhelmingly contradict the instructional level theory and offers an evidence-based consideration of how educators must instead use grade level reading to bring about maximum learning gains. This seminal book concludes with practical advice for implementing grade level reading instruction, including detailed descriptions of the types of instruction and scaffolding needed to increase students' reading achievement from teaching decoding and challenging texts to scaffolding reading to maintaining motivation. Shanahan asserts that a better approach can ensure that all students have an opportunity to leave high school with reading abilities commensurate with their personal, social, civic, and economic goals.

Resources in Education, 1997      **Connecting Brain Research with Effective Teaching** Mariale Melanson Hardiman, 2003. Offers educators practical use of recent brain research through the Brain Targeted Teaching model, an instructional framework that guides teachers in the planning, implementation, and assessment of a program of instruction.

**Reading, Writing, and Rigor** Nancy Boyles, 2018-04-12. What does rigor, a word that frequently pops up in conversations about education, really mean? More specifically, what does it mean for literacy instruction and how does it relate to challenging standards-based assessments? In this informative and practical guide, literacy expert Nancy Boyles uses the framework from Webb's Depth of Knowledge (DOK) to answer these questions, offering experience-based advice along with specific examples of K-8 assessment items. Boyles defines rigor and shows how it relates to literacy at each DOK level and explains the kind of thinking students will be expected to demonstrate. She then tackles the essence of what teachers need to know about how DOK and its associated rigors are measured on standards-based assessments. Specifically, readers learn how each DOK rigor aligns with standards, text complexity, close reading, student interaction, the reading-writing connection, and formative assessment. Teachers, coaches, and administrators will find clear guidance, easy-to-implement strategies, dozens of useful teaching tools, and resources and encouragement to help students achieve and demonstrate true rigor in reading and writing.

*Structured Literacy Interventions* Louise Spear-Swerling, 2022-02-22. Comprehensive and evidence-based Structured Literacy (SL) approaches place a high value on explicit, systematic, and sequential instruction. This book brings together leading experts on key components of literacy to help K-6 teachers design and target SL interventions for particular student profiles. Chapters identify effective features of instruction for supporting phonological awareness, basic, and

multisyllabic word decoding spelling reading fluency vocabulary oral and reading comprehension and written expression especially for at risk readers and those with disabilities Including case studies sample intervention activities lesson plans and end of chapter application activities the book contains several reproducible tools that can be downloaded and printed in a convenient 8 1/2 x 11 size      *New Philosophies of Learning* Ruth Cigman,Andrew Davis,2009-06-15 Through a collection of contributions from an international team of empirical researchers and philosophers New Philosophies of Learning signals the need for a sharper critical awareness of the possibilities and problems that the recent spate of innovative learning techniques presents Explores some of the many contemporary innovations in approaches to learning including neuroscience and the focus on learners well being and happiness Debates the controversial approaches to categorising learners such as dyslexia Raises doubts about the preoccupation with quasi mathematical scrutiny and the neglect of ethical reflection about education Discusses the possible grounds for concern without exaggerating their similarities or offering sweeping judgements Includes contributions from empirical researchers and philosophers including Usha Goswami Howard Gardner Julian Elliott David Bakhurst John White and Christopher Winch      **Teaching Reading Comprehension to Students with Learning Difficulties** Sharon Vaughn,Alison Boardman,Janette K. Klingner,2024-06-25 Now in a revised and expanded third edition this important resource helps teachers understand how good readers comprehend text and how best to support students who are struggling It presents effective instructional methods for learners at all grade levels including those with reading disabilities Every chapter translates state of the art research into practical classroom applications All facets of comprehension are addressed including assessment vocabulary background knowledge and text structure Chapters also cover English learners intensive intervention and content literacy Utility as a teacher guide and course text is enhanced by sample lesson plans graphic organizers and chapter opening study questions New to This Edition Chapter on text selection and text structure Chapter on teachers frequently asked questions providing specific actionable advice More than twice as many sample lesson plans Revised throughout with the latest research and teaching techniques      **Connecting Teachers, Students, and Standards** Deborah L. Voltz,Michele Jean Sims,Betty Palmer Nelson,2010 This book introduces you to a field tested framework for teaching that ensures that inclusion and differentiated instruction are in harmony with standards based education      **Beyond the Science of Reading** Natalie Wexler,2025 Wexler debunks common myths about how children learn to read explores the connection between reading and writing skills and offers practical solutions for bringing science informed teaching to scale      *Children's Books in Print* R R Bowker Publishing,Bowker,1999-12      Language-Based Approaches to Support Reading Comprehension Francine Falk-Ross,2014-07-09 Language Based Approaches to Support Reading Comprehension takes a closer look at students who are frequently marginalized by language differences in the classroom whether by teachers oversight or simply the lack of information In order to remedy this situation Falk Ross and the contributing authors offer their different perspectives on supporting English language learners ELLs through specific

strategies for assessment and instruction Each chapter presents a specific issue and challenge supportive research and up to date information classroom implications and strategies and case study applications relating to the particular perspective of literacy development for ELLs of middle level ages

## Decoding **Reading Connections 3rd Grade**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Reading Connections 3rd Grade**," a mesmerizing literary creation penned with a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring affect our lives. In this appraisal, we shall explore the book is central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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