Connecting Across Texts
What does it mean to connect across texts?

Whether it is connecting to the movies that we watch, connecting to others, or connecting to the texts that we read, making connections is a natural process that comes easily to most of us. In teaching, the challenge lies in making thinking about making connections explicit, and teaching our students how to identify when they are making those connections.

In her book, Strategies that Work, Stephanie Harvey and Anne Goudvis state:

*Generally, kids start by making text-to-text connections to more obvious elements of stories, such as characters or problems. Some text-to-text connections, in order of increasing sophistication, might include:*  

- Comparing characters, their personalities, and actions  
- Comparing story events and plot lines  
- Comparing lessons, themes, or messages in stories  
- Comparing themes, ideas, issues in fiction/nonfiction text pairs  
- Finding common themes, writing style, or perspectives in the work of a single author  
- Comparing the treatment of common themes by different authors  
- Comparing different versions of familiar stories

*The lesson which follows has been written to introduce the idea of connecting across narrative texts starting with comparing two characters (which is one of the most basic forms of connecting across texts). However, we should keep in mind the previous statements of all of the many ways that students can make connections across texts. If we keep this in mind, we can begin to deeply push students’ thinking into all aspects of the ways that two or more texts may be connected. You may also use the attached lesson plans which use picture books to continue an in-depth teaching across texts.*

Readers need to: Search for and use connections to the funds of knowledge that they have gained from personal, world, and text experiences.

*As readers strengthen their abilities to use strategies for making connections, it also helps them in connecting to other books:*  

- In the same series  
- In the same genre  
- By the same author or illustrator  
- In the same setting or historical period  
- About the same character or similar characters  
- About the same culture/ethnic group  
- On the same topic, theme, or ideas  
- On the same social issue
When teaching through two or more texts, it allows us to spend extra time interweaving skills rather than isolating one skill, and also allows the students extra time to expand on their thinking and use all of the sustaining and expanding meaning strategies that they have been learning.

### Connecting Across Texts in the TEKS

The Student Learning Expectations in the state of Texas and the Austin Independent School District for connecting across texts are as follows:

#### Reading/Comprehension Skills

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

<table>
<thead>
<tr>
<th>Students in 3rd grade are expected to:</th>
<th>Students in 4th grade are expected to:</th>
<th>Students in 5th grade are expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fig. 19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</td>
<td>Fig. 19(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</td>
<td>Fig. 19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.</td>
</tr>
<tr>
<td>5(B) compare and contrast the settings in myths and traditional folktales.</td>
<td>3(B) compare and contrast the adventures or exploits of characters (e.g., the trickster) in traditional and classical literature.</td>
<td>3(A) compare and contrast the themes or moral lessons of several works of fiction from various cultures.</td>
</tr>
<tr>
<td>13(L2) make logical connections between ideas within a text and across two or three texts representing similar or different genres.</td>
<td>11(L3) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</td>
<td>11(E) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.</td>
</tr>
</tbody>
</table>

**Note:** In order to compare and contrast the adventures or exploits of characters in works of fiction (4th grade 3B), students must analyze characters – traits, motivations, roles in the story, conflicts, points of view, relationships, and changes that they undergo.

For 5th grade, students might look for similarities and differences in organizational structures if comparing nonfiction and compare and contrast ideas, themes, and issues when comparing both fiction and nonfiction across genres.
Teaching Connecting Across Two Narrative Texts

What?
Learning Intentions:

- Develop the ability to make connections between texts
- Learn to use specific connecting strategies students can use again and again while reading texts.
- Recognize the way in which ‘Connecting Across Text’ questions are asked on the TAKS test and understand specific strategies to solve questions on the TAKS test.

How?
Materials

- Overhead
- Chart paper and markers
- Transparency of the letter excerpts and possibly a copy for each student *Or, you may choose to use any other texts of your choice for this lesson.

Lesson:

1. Guide students in a discussion about two movies that they have seen. Students may be given time to turn and talk to a partner about how the movies are similar and how they are different. Explain that readers use a similar process of making connections as they read.

   *Whenever I watch a movie, my mind automatically begins to make connections to other movies that I have seen. I think about the movie genre (is it a true story, a comedy, or a fairytale or adventure), the setting, the characters, and any big themes or ideas that I feel span multiple movies. I begin to formulate an opinion of the movie even from the very beginning and it is usually by comparing it to other movies that I have seen.*

   *Turn and talk to your neighbor (or table) about two movies that you think shared similar characteristics. Share with your neighbor ways in which they were alike and ways in which they were different. You might want to think about big ideas, characters, the genre, etc.*

   *Wow! I heard some great discussion. I would love for you to share out some of the important things that were discussed at your table. As you share out, I will jot down your thinking.*

Teacher Note: To encourage student ownership and participation, you may want to copy statements made by students onto chart paper and add student’s names to the end of the statements. This chart may serve as a reference later on when you are explicitly teaching making connections.

2. Lead students in thinking about how readers use the same thought processes as they read two connected texts as they do when they watch two movies which are similar.

   *I love all of your great connections between movies that you have seen. This year we have been talking about how, as we read, our brains are working to think about what we are reading. One of the many things that readers do as they read is to think about other texts that they have read. They think about books that are in the same genre, have similar characters, plots, or address the same concepts or big ideas.*
3. Today we will be taking a look at excerpts (or parts) from two letters which have been written by two different girls. We will read both of the letters and then compare both of them. (See letter excerpts at the end of this lesson.)

4. Read both of the letters with the class (as a shared reading) stopping to ask questions to help students to make meaning, and also to begin guiding students in thinking about ways in which the texts are connected. (See Questions to Evoke Conversations)

5. Using a Venn diagram or an anchor chart similar to the one shown below, lead the students through comparing the characters in both of the letters.

Or an anchor chart might also look like this:

<table>
<thead>
<tr>
<th>Our Thinking about Tara*Starr</th>
<th>Our Thinking about Elizabeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities between Tara*Starr and Elizabeth</td>
<td></td>
</tr>
</tbody>
</table>

We are learning how to make **text-to-text connections**. We understand that as we read we connect to other texts that we have already read. We think about other characters, genres, ways in which certain authors have written, and also big ideas that might be the same across the texts.

We read excerpts from letters written between two girls to take a closer look at how we make comparisons across texts. Here are our thoughts:

<table>
<thead>
<tr>
<th>Our thinking about Tara*Starr</th>
<th>Our thinking about Elizabeth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our thinking about both Tara*Starr and Elizabeth</td>
<td></td>
</tr>
</tbody>
</table>

*Both of these organizers are ways to frame thinking and can be adapted to fit even bigger text pieces (i.e. books or other longer pieces of texts) that you may choose use for your lesson.
6. Explain to the students that for the rest of the year, you will all be working on making connections between texts.

Today we have talked about making connections between texts. The rest of the year we will be working on making connections between texts that we read. Not only will we be looking at characters, events in the story, and ways that certain authors write their books, but we will also be looking at big themes and ideas. Today we got a great start by looking at two characters who shared similarities, and soon we will be looking at other books and articles and identifying ways in which they are similar and different.

Extensions:

Teachers may extend this lesson by reinforcing the strategy of making connections throughout each text visited as a class.

Scaffolding with partners:
Provide pairs of students with two pieces of narrative text which share some similarities. Have students read the texts together and create a graphic organizer (Venn Diagram, etc.) to compare the two texts.

Independent practice:
When students are reading independently, they may want to use the following t-chart as a way to frame their thinking and any connections that they make. An example of how it might be used is given. There are also some stems below which students may use in their response journals.

<table>
<thead>
<tr>
<th>Idea from Text</th>
<th>Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pg. 22 in One Green Apple:</td>
<td>This reminds me of Leah’s Pony when the community gets together and helps buy back all of Leah and her parents’ things. I think that when the other students called Farah over to join them that this was their way of coming together as a community.</td>
</tr>
<tr>
<td>The students call and wave Farah over to join them at the juice press.</td>
<td></td>
</tr>
</tbody>
</table>
Possible stems to use to help facilitate making connections between texts:

- I’ve read another book on this topic.  (Content)
- This is a mystery like…   (Genre)
- This author always…      (Author)
- I recognize these pictures  (Illustrator)
- These illustrations reminds me of the ones in __________.  (Illustrator)
- __________ took place in this same location.  (Setting)
- She reminds me of ________ in another book I read.  (Characters)
- This story is like ________________.  (Plot)
- This story has a [literacy device, such as flashback] just like __________.  (Structure)
- I’m learning the same lesson in this book as in ______________.  (Theme)
- This writer’s language reminds me of ______________’s.  (Language)
- This book is [funny, sad, angry] just like ______________.  (Tone)

Whole Group:
When Teaching *multiple* connected texts, the anchor charts may look like this (keeping in mind that all columns may be adapted based on the focus skill):

<table>
<thead>
<tr>
<th>What was the main character’s goal?</th>
<th>What was in their way (obstacle)? How did they respond?</th>
<th>What was the author trying to show or tell us in this selection?</th>
<th>What can we tell about (character(s) in each book? How are they alike and different?</th>
<th>What are some important ideas in all these selections?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Book Cover" /></td>
<td><img src="image2.png" alt="Book Cover" /></td>
<td><img src="image3.png" alt="Book Cover" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Book Cover" /></td>
<td><img src="image5.png" alt="Book Cover" /></td>
<td><img src="image6.png" alt="Book Cover" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEs posted in language of TEKS

**ELAR TEKS Figure 19**

**Reading Comprehension/Skills.**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message (Concept). Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Fig. 19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

### Verb defined: Make – to draw a conclusion as to the significance or nature of

### Skill: Making Connections

### Context: 2 texts with similar ideas

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**Models of SEs available to students**

**Literature chart – Connecting 2 texts (See attached)**

Will include:
- Guiding questions for content of each text
- Guiding questions for connections between texts
- Connecting: Characters, ideas/concepts, author’s message
- Venn diagram for comparing characters/people

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**Instruction explicitly teaching the SE**

**Week 1:** Monday – Friday (Instruction)

**Week 2:** Monday – TAKS Model*

**Tuesday – TAKS Formatted Assessment***

*Will both be mixed review.

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**Student work aligned to SE**

**Some suggestions:**

Student journals with specific quick-writes built into read alouds throughout the week. Quick writes will be directed with guiding questions for both the content of the text and the SE.

Students interact with literature chart. They record their ideas in their journals and their ideas are posted on sticky notes.

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**Use of academic language (language of SEs) by teacher**

- connection/connect
- message, big idea
- theme/thematic link
- non-fiction/fiction
- alike/different
- text evidence

**Criteria for Instruction:**
- 2 texts with similar themes, ideas, issues (NF/F – 1st priority)
- Bring 3rd and possibly 4th text in on Thursday and Friday (F or NF) so that various pairings are addressed: F/NF, F/F, NF/NF
- Ideas, concepts, themes, issues should be thought provoking
- Include a Venn or table for comparing and contrasting people.
- Provide opportunities for discussion around the connection of ideas, concepts, author’s message, and characters/people.
- Provide stems for students.
- Focus on making connections.
- Don’t forget to include author analysis (message/purpose and craft)

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**Curricular assessments aligned to SEs**

Things to Note:
- Has not been tested in 3rd grade.

Possible ways it could be tested:
- 2 passages – a balance of pairings (f/f, f/nf)
- both tell about...
- How are _____ and ____ alike?
- one idea present in both of these selections
- both the ____ and the ____ show that

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**SEs paraphrased in student language**

I will make text-to-text connections between fiction and non-fiction texts.
I will look for connections between the big ideas, messages, and people in those texts by thinking about what I am reading and using evidence from the text.
### Connecting Our Ideas between Texts

<table>
<thead>
<tr>
<th>Text Selections</th>
<th>What was the main character's or person's goal?</th>
<th>What was in their way?</th>
<th>How did they respond?</th>
<th>What was the author trying to show or tell us in this selection?</th>
<th>What can we tell about Wilma/Irene?</th>
<th>What are some important ideas in all these selections?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biography</strong></td>
<td><img src="image" alt="Wilma Unlimited" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>How are Wilma and Irene alike and different?</td>
</tr>
<tr>
<td><strong>Fiction</strong></td>
<td><img src="image" alt="Leah's Pony" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Wilma and Irene</td>
</tr>
<tr>
<td><strong>Historical Fiction</strong></td>
<td><img src="image" alt="Leah's Pony" /></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What can we tell about Leah?</td>
</tr>
</tbody>
</table>

**What is ONE word you would use to describe the authors' message in these stories?** Be sure to include why you chose that word.
PLANNING FOR FOURTH GRADE

Pacing for this SE:  Week 13 (November 16 – 20) and Week 14 (November 23 & 24) = 5 days of instruction, 1 day for TAKS Model, 1 day for TAKS formatted assessment

**SEs posted in language of TEKS**

**ELAR TEKS Figure 19**

Reading Comprehension/Skills.

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message (Concept). Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

Fig. 19 (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

Verb defined: Make – to draw a conclusion as to the significance or nature of Skill: Making Connections

Context: 2 texts with similar ideas

**Curricular assessments aligned to SEs**

Things to Note:
- 2 passages – a balance of pairings (f/f, f/nf)
- both tell about…
- How are ____ and ____ alike?
- one idea present in both of these selections
- one idea in the article and the story
- both the ____ and the ____ show that

**SEs paraphrased in student language**

I will make connections between the ideas, people, message, and themes in fiction and non-fiction texts. I will make those connections by actively thinking about what I am reading and drawing conclusions from the text evidence in both pieces of text.

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**Models of SEs available to students**

Literature chart – Connecting 2 texts (See attached)

Will include:
- Guiding questions for content of each text
- Guiding questions for connections between and across texts
- Connecting: Characters, ideas/concepts, author’s message
- Venn diagram for comparing characters/people

**Use of academic language (language of SEs) by student**

Guiding Questions that will encourage use of academic language by students:

- One idea that is present in both selections we read is…
- Both the _____ and the _____ show/tell us about…
- Both authors told us about…
- _______ and _______ are alike/similar/different because…
- One similarity between _______ and _______ is…

Content Based Questions for individual texts:

- What was the author’s message in this book? Why do you think they told the story in this way?
- What did _____ want? What kept them from having that? What was in their way?
- How did they deal with not being able to have what they wanted? Who helped or supported __?

Questions that require connecting ideas, themes, and the authors’ message:

- How are ____ and ____ alike?
- What big idea is important in both selections? What do both selections tell about?
- How are the authors’ messages alike? What do you think both authors were trying to say?
- What is one idea that is important in _____ but not in ______?
- All above questions are followed with one of the following: How do you know? What text evidence do you have? What specific language did the author use that helped you make that connection or have that idea?

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**Instruction explicitly teaching the SE**

**Week 1:** Monday – Friday (Instruction)

**Week 2:** Monday – TAKS Model  
Tuesday – TAKS Formatted Assessment

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**Student work aligned to SE**

Some suggestions:

Student journals with specific quick-writes built into read alouds throughout the week. Quick writes will be directed with guiding questions for both the content of the text and the SE.

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**Use of academic language (language of SEs) by teacher**

- connection/connect
- concept, message, big idea
- theme/thematic link
- non-fiction/non-fiction
- alike/similar/similarity
different

Criteria for Instruction:

- 2 texts with similar themes, ideas, issues (NF/F – 1st priority)
- Bring 3rd and possibly 4th text in on Thursday and Friday (F or NF) so that various pairings are addressed: F/NF, F/F, NF/NF
- Ideas, concepts, themes, issues should be thought provoking
- Include a Venn or table for comparing and contrasting people.
- Provide opportunities for discussion around the connection of ideas, concepts, author’s message, and characters/people.
- Provide stems for students.
- Focus on making connections.
- Don’t forget to include author analysis (message/purpose and craft)
### Connecting Our Ideas between Texts

<table>
<thead>
<tr>
<th>Text Selections</th>
<th>What did the main character or person want?</th>
<th>What was in their way?</th>
<th>How did they respond?</th>
<th>What was the author trying to show or tell us in this selection?</th>
<th>What can we tell about Clover/Rosa?</th>
<th>What are some ideas that are present in both selections?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.jpg" alt="Image" /></td>
<td><img src="image2.jpg" alt="Image" /></td>
<td><img src="image3.jpg" alt="Image" /></td>
<td><img src="image4.jpg" alt="Image" /></td>
<td><img src="image5.jpg" alt="Image" /></td>
<td><img src="image6.jpg" alt="Image" /></td>
<td><img src="image7.jpg" alt="Image" /></td>
</tr>
<tr>
<td>Both authors…</td>
<td></td>
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</tr>
</tbody>
</table>

What is one word you would use to describe the authors’ message in these selections? Why?
# PLANNING FOR FIFTH GRADE

## SEs posted in language of TEKS

**ELAR TEKS Figure 19 Reading Comprehension/Skills.**

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to **understand an author’s message (concept)**. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- Fig. 19 (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres and provide textual evidence.

**Verb defined:** Make – to draw conclusions as to the significance or nature of

**Skill:** making connections

**Context:** across multiple texts of various genres

### Models of SEs available to students

**Literature chart – Connecting 3-4 texts (See attached)**

Will include:

- Guiding questions for content of each text
- Guiding questions for connections between and across texts
- Connecting: Characters, ideas/concepts, author’s message
- Venn diagram for comparing characters/people

### Use of academic language (language of SEs) by student

**Guiding Questions that will encourage use of academic language by students:**

**Stems for students:**

- One concept that is important in both selections we read is…
- Both the ____ and the ____ show/tell us about…
- One way that ____ and ____ are alike/diff
- An important message in both selections is…
- An idea found in both selections is…

**Content Based Questions for individual texts:**

- What was ______ living through in this story/selection?
- How did they handle their challenge?
- What was the author’s message in this book? Why do you think they told the story in this way?

**Questions that require connecting ideas, themes, and the authors’ message:**

- How are ____ and ____ alike?
- What idea/concept/message is important in both selections? What do both selections tell about?
- How are the authors’ messages alike? What do you think both authors were trying to say?
- What is one idea that is important in ____ but not in _____?

- All above questions are followed with one of the following: How do you know? What specific language did the author use that helped you make that connection or have that idea?

### Instruction explicitly teaching the SE

**Week 1:** Monday – Friday (Instruction)

**Week 2:** Monday – TAKS Model Tuesday – TAKS Formatted Assessment

Students interact with literature chart. They record their ideas in their journals and their ideas are posted on sticky notes.

Students who need support in comparing characters will have access to a Venn graphic organizer.

### Curricular assessments aligned to SEs

**Things to Note:**

- 2 passages – a balance of pairings (f/f, f/nf)
- One concept that is important in ____ but not in ____
- One way that ____ and ____ are alike/diff
- An important message in both/found in both selections…
- Both the ____ and the ____ show that

### SEs paraphrased in student language

I will make connections between the ideas, people, messages, and themes in multiple texts of different genres. I will make those connections by actively thinking about what I am reading and drawing conclusions from the text evidence in all the pieces of text.

### Use of academic language (language of SEs) by teacher

**Criteria for Instruction:**

- Multiple text with similar themes, ideas, issues- Various genres
- Address various pairings: F/NF, F/F, NF/NF
- Ideas, concepts, themes, issues should be thought provoking
- Include a Venn or table for comparing and contrasting people.
- Students must be able to identify the big idea (message, concept, theme)
- Provide opportunities for discussion around the connection of ideas, concepts, author’s message, and characters/people.
- Provide stems for students.
- Focus on making connections based on text evidence (text-to-text connections).
- Don’t forget to include author analysis (message/purpose and craft)
## Connecting Our Ideas between Texts

<table>
<thead>
<tr>
<th>Text Selections</th>
<th>What were the people in this selection living through?</th>
<th>How did they handle their challenge?</th>
<th>What was the author trying to show or tell us in this selection?</th>
<th>What can we conclude about...</th>
<th>What are some important messages that are present in these selections?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative Non-Fiction</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><a href="https://example.com">Passage to Freedom</a></td>
<td></td>
<td></td>
<td></td>
<td>Hiroki</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Fiction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><a href="https://example.com">Glean and Glow</a></td>
<td></td>
<td></td>
<td></td>
<td>Viktor</td>
<td></td>
</tr>
<tr>
<td><strong>Historical Fiction</strong></td>
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<tr>
<td><a href="https://example.com">Baseball Saved Us</a></td>
<td></td>
<td></td>
<td></td>
<td>Shorty</td>
<td></td>
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<tr>
<td><strong>Narrative Non-Fiction</strong></td>
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</tr>
<tr>
<td><a href="https://example.com">War Birds</a></td>
<td></td>
<td></td>
<td></td>
<td>Mercedes</td>
<td></td>
</tr>
</tbody>
</table>

What was the author’s message in this article?  
What is the common idea throughout this selection?
Questions that Evoke Conversation
Connecting Across Texts – 5th Grade

What is a major idea found in both selections/stories?

The story and the article both present ideas about _____

Why was __ mentioned in both the (newspaper article) and the (story with the journal)?

What is the theme in both selections?

What do the lessons in __ and __ have in common?

What is a common theme in both of the stories?

In comparing __ and __, what was the difference in the moral lessons in the two selections?

A theme found in both stories is __.
Preguntas para promover la conversación
Hacer conexiones entre textos – 4° grado

¿Cuál es una idea principal que aparece en los dos pasajes/cuentos?

Tanto el relato como el artículo presentan ideas sobre ______.

¿Por qué fue mencionado __ en el (artículo de periódico) y en el (relato con el diario)?

¿Cuál es el tema en los dos pasajes?

¿En qué se parecen las aventuras de __ y __ en los dos textos?

¿Qué papel desempeñó __ en __ que __ no desempeñó en ___?

Compara cómo los personajes principales en __ y __ engañaron a todos.

Preguntas para promover la conversación
Hacer conexiones entre textos – 5° grado

¿Cuál es una idea principal que aparece en los dos pasajes?

Tanto el relato como el artículo presentan ideas sobre ______.

¿Por qué fue mencionado __ en el (artículo de periódico) y también en el (relato con el diario)?

¿Cuál es el tema en los dos pasajes?

¿Qué tienen en común las lecciones morales en __ y __?

¿Qué tema tienen en común los dos textos?

Al comparar __ y __, ¿cual es la diferencia entre las moralejas en los dos textos?

Un tema que aparece en ambos cuentos es __.
Examples of Connecting Across Narrative Texts Questions on TAKS

1. One similarity between the selections is that both show---
   F the importance of good balance
   G how hard it is to learn new things
   H* ways people can talk without words
   J a person and an animal working together

2. How are Kathy in “Training Luke” and Annie in “Saddle Up!” alike?
   A Both are helping an animal.
   B* Both are providing training.
   C Both use hand signals.
   D Both get paid for what they do.

3. One idea found in both of these stories is that people can be---
   F angry about the way people treat others
   G pleased with what is given to them
   H relieved about not getting something
   J* surprised by what happens

4. Look at the diagram of information from this article.

Which of these belongs on the blank line?

A Imitates an actor’s voice
B Tries out for the part of Sir Trawood
C Doesn’t want to try out for the play
D* Is offered a part in the play
Ejemplos de preguntas comparer temas en 2 textos en el TAKS

1. ¿Qué es lo más probable que pase con Settareh y Rhodopis?
   A Seguirán trabajando para otras personas.
   B* Se casarán con alguien de la familia real.
   C Encontrarán a otros limosneros para ayudarlos.
   D Compraran zapatillas nuevas para otras personas.

2. ¿Qué tienen en común las dos historias?
   F Las dos historias hablan de madrastras que tratan mal a los niños.
   G Las dos historias muestran cómo las hermanas pueden ser muy malas entre ellas.
   H* Las dos historias hablan de personas que son tratadas injustamente.
   J Las dos historias muestran animales que tratan de ayudar a las personas.

3. Una idea que se encuentra en las dos historias es que las personas pueden —
   F nojarse por el mal trato que reciben otras personas
   G sentirse contentas con lo que se les da
   H sentir alivio al no obtener nada
   J* sorprenderse por algo que pasa

4. Observa el diagrama con información de las dos historias.

   ¿Cuál de las siguientes respuestas va en el espacio en blanco?
   A Imitan la voz de un actor.
   B Hacen la prueba para el papel del Caballero Trawood.
   C No quieren hacer una prueba para la obra.
   D* Les ofrecen un papel en la obra.
Connecting Across Texts

TAKS Stems

- An idea present in both selections is –
- How are the stories alike?
- One concept that is important in ___ but not in ___ is that of –
- The difference between the article and the story is that the story –
- A similarity between these two selections is that both discuss –
- What do the selections have in common?

### Strategy

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<thead>
<tr>
<th>Selection 1</th>
<th>Selection 2</th>
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<tbody>
<tr>
<td>A</td>
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= Connecting Across Text =

How it’s asked on TAKS:

• An idea present in both selections...

• How are ___ and ___ alike?

• One concept that is important in ___ but not in ___ is...

Strategy:

• Make a T-chart next to answer choices.

• Read each answer choice and decide—Yes or No

1. One way that McJunkin and Schwachheim were alike was that both—

   A. were born in Texas
   B. worked at the Crowfoot Ranch
   C. wanted to be scientists when they were young
   D. were interested in items from the past

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<tr>
<th>Story 1</th>
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Comparar temas en 2 textos

TAKS

- ¿Qué idea se encuentra en las dos historias?
- ¿Qué tienen en común las dos historias?
- ¿En qué son diferentes estas historias?
- En los dos cuentos se encuentra la idea de—
- En los dos cuentos se habla sobre
- Estas dos lecturas se parecen en que las dos mencionan —
- ¿Cuál es una diferencia entre las ideas de estas dos lecturas?

Estrategias

<table>
<thead>
<tr>
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Historia 1 y Historia 2 comparten elementos en las columnas A y B.
Comparar temas en 2 textos—

**CÓMO SE PREGUNTA EN LA PRUEBA DE TAKS**

- **Estrategia**
  - Haz una tabla junto a las opciones de respuesta
  - Lee las opciones de respuesta y decide Sí o No.

¿Qué idea se encuentra en las dos historias?

¿Cuál es una idea aparente en toda la selección?

Basándote en “Rhodopis y las zapatillas” y “Una estrella para un príncipe”, contesta las preguntas de la 26 a la 28.

26. Lee el diagrama de abajo y contesta la pregunta que le sigue.

¿Qué información va en el espacio en blanco?

- F. Están colos de los demás.
- G. Van al baño a escondidas.
- H. Deben lavar toda la ropa.
- O. Conocen a un hombre especial.

Rhodopis
- Tiene dos humanos.
- La ayuda un regalo que le da una brujería.
- Le quita la zapatilla.
- Deben hacer los quehaceres de la casa.

Settarah
- Es una sirvienta.
- La ayuda un hábito.
- Le queda la zapatilla.
- Deben hacer los quehaceres de la casa.

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<th>Rhodopis</th>
<th>Settareh</th>
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