

Text Connections Reading Probes

SECTION 2 · TAKE THE DATA

TEXT CONNECTIONS PROBES

PROBE

Text Connections Probe — Form C

For the student — hand over this page and let them work.

MY NAME

DATE

Read the passage and the note. Answer the questions.

"THE NEW KID AT LUNCH"

Priya moved to a new school in October and spent her first week of lunches sitting alone at the end of a long table. She unwrapped her sandwich slowly and watched the other students talk and laugh in small groups. On Thursday, a girl from her reading group carried her tray over and asked if the seat next to Priya was taken. They talked about a show they both liked, and by Friday, three other students had joined them at the same end of the table. Priya started looking forward to lunch instead of dreading it.

READER'S NOTE (INVENTED)

This reminds me of a story I read called The Lonely Lighthouse, where a character who felt left out finally found a friend. Both stories show how one small invitation can change someone's whole day.

1. Is this reader's note a self connection, a text connection, or a world connection?

2. What does this kind of connection do for a reader?

3. Give one word or phrase from the reader's note that shows this connection type.

4. Give another word or phrase from the reader's note that shows this connection type. It should be different from your answer to question 3.

TEXT CONNECTIONS PROBE · FORM C

Page 12 of 25

BRIGHT PATH SPED

TEXT CONNECTIONS PROBES

Keys and Scoring — All Six Forms

hand this page to the student. Any word or phrase quoted on this page counts as a clue; answers each count only if they match one of the listed options.

forms. The connection-type and "what it does" answers each count only if they match a clue counts only if it is one of the listed options for that box, and the two clue words in either order. Write the score for each item below, then total out of 4. Never hand

WHAT IT DOES FOR A READER	TWO CLUE WORDS/PHRASES FROM THE NOTE, QUOTED (EITHER BOX)	SCORE / 4
connects what happens in the passage to something the reader has lived through in their own life	"This reminds me of a time when I" — "This reminds me of a time when I left my homework folder on the kitchen table" — "I felt" — "I felt the same worry Maya must have felt"	
connects what happens in the passage to something the reader has lived through in their own life	"This reminds me of when I" — "This reminds me of when I practiced tying my shoes every single night" — "I was so proud" — "I was so proud the first morning I tied them without asking anyone for help"	
connects what happens in the passage to another story, or article the reader has read	"a story I read called" — "a story I read called The Lonely Lighthouse" — "Both stories show" — "Both stories show how one small invitation can change someone's whole day"	
connects what happens in the passage to another story, or article the reader has read	"a book called" — "a book called The Smallest Seed" — "In both stories" — "In both stories, waiting and taking care of something leads to a result worth waiting for"	
connects what happens in the passage to something the reader has lived through in their own life	"I know that in real life" — "I know that in real life, neighbors often check on each other after a storm" — "I have actually seen happen" — "something I have actually seen happen"	
connects what happens in the passage to something the reader has lived through in their own life	"I know that" — "I know that food pantries in real life depend on donations like this" — "happens in neighborhoods everywhere" — "This kind of giving happens in neighborhoods everywhere"	

on type, what it does for a reader, and each of two clue words or "clue" box, in any order. Accuracy % = score ÷ 4 × 100.

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BRIGHT PATH SPED

BRIGHT PATH SPED

What Is Inside, and Where

25 pages, three sections, a worked example and a back page.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Prepare to Give the Probes

PAGES 6–8



Binder Cover and
Section Map
SETUP

6



How This Pack
Works
REFERENCE

7



Text Connections
Goal, Rubric and
Directions
GOAL

8

02 Take the Data

PAGES 10–16



Text Connections
Probe — Form A
PROBE

10



Text Connections
Probe — Form B
PROBE

11



Text Connections
Probe — Form C
PROBE

12



Text Connections
Probe — Form D
PROBE

13



Text Connections
Probe — Form E
PROBE

14



Text Connections
Probe — Form F
PROBE

15



Answer Keys and
Scoring — All Six
Forms
KEY

16

03 Track, Report and Share

PAGES 18–24



Text Connections
Accuracy Data Log
TRACKER

18



Text Connections
Accuracy Trend
Graph
TRACKER

19



Caseload
Summary — Text
Connections
ROSTER

20



Family Update —
Reading at Home
NOTES

21



Classroom Text
Connections
Check-In
NOTES

22



Progress Note
Phrase Bank
REFERENCE

23



A Filled-In Probe
Set and Log
(Invented
Student)
EXAMPLE

24



START HERE

Start Here — Three Steps

Ninety seconds of reading; a single probe takes about five minutes to give and score.



1

Set up once

Read “How This Pack Works” (page 7) and set the scoring rubric on the goal page (page 8) — correct and incorrect, defined once for your team.

Print the binder cover and section map (page 6) if this file lives in a binder rather than on a device.



2

Give a probe every session

Hand the student one form (pages 10–15). They read the passage and the reader's note silently and write their answers — nothing on that page is scored in front of them.

Score it afterward from the answer keys (page 16); rotate Forms A through F so no form repeats two sessions running.



3

Track, decide and share

Copy the score onto the data log (page 18) the same day, and plot the graph (page 19) once a week.

The family update (page 21), the classroom check-in (page 22) and the phrase bank (page 23) are ready to use as soon as a probe is scored — no separate write-up.

WHAT THIS FILE IS

A fillable PDF. The goal, key, log, graph and caseload pages are type-in; the six student pages print cleanly and hold nothing but the passage, the reader's note and the questions.

WHAT THIS FILE IS NOT

Not a norm-referenced or standardized reading test, and not a Lexile or grade-level placement tool. It is not a Google Sheets file, a Google Doc, or an Excel workbook, and it does not calculate a percent for you.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what counts as a passing score or whether a pattern of scores means anything beyond the data itself. Every one of those is a blank you fill in from your own practice and your team. The sheets only make sure the number gets written down.

IF SOMETHING DOES NOT WORK

The text disappears when I close it. It was opened in something that fills fields but does not save them. Open it in Acrobat Reader and use Save As.

A student needs more room to write. The lines on each form are the field; print extra copies of the notes area if a student needs more space.

Anything else — the **Ask a Question** tab on the product page. Every question is read, and a fix to the file is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN YOUR CASELOAD FOLDER

A filled-in probe or log is a student record: initials only on anything that leaves your hands, first name only on the family update. Print the goal page and the answer keys once and keep them at the front; the log, graph and caseload page stay on top of each student's probes so the trend is the first thing anyone finds.

PROBE

Text Connections Probe — Form C

For the student — hand over this page and let them work.

MY NAME

DATE

.....

 **Read the passage and the note. Answer the questions.**

“THE NEW KID AT LUNCH”

Priya moved to a new school in October and spent her first week of lunches sitting alone at the end of a long table. She unwrapped her sandwich slowly and watched the other students talk and laugh in small groups. On Thursday, a girl from her reading group carried her tray over and asked if the seat next to Priya was taken. They talked about a show they both liked, and by Friday, three other students had joined them at the same end of the table. Priya started looking forward to lunch instead of dreading it.

READER’S NOTE (INVENTED)

This reminds me of a story I read called The Lonely Lighthouse, where a character who felt left out finally found a friend. Both stories show how one small invitation can change someone’s whole day.

1. Is this reader’s note a self connection, a text connection, or a world connection?

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2. What does this kind of connection do for a reader?

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3. Give one word or phrase from the reader’s note that shows this connection type.

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4. Give another word or phrase from the reader’s note that shows this connection type. It should be different from your answer to question 3.

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TEXT CONNECTIONS PROBE • FORM C

KEY

Answer Keys and Scoring — All Six Forms

For the adult only — do not hand this page to the student. Any word or phrase quoted on this page counts as a clue; the connection-type and job answers each count only if they match one of the listed options.

Accepted answers for all six forms. The connection-type and “what it does” answers each count only if they match the listed option for that box; a clue counts only if it is one of the listed options for that box, and the two clue boxes on the form may be filled in either order. Write the score for each item below, then total out of 4. Never hand this page to the student.

ANSWER KEYS, FORMS A–F

FORM	CONNECTION TYPE	WHAT IT DOES FOR A READER	TWO CLUE WORDS/PHRASES FROM THE NOTE, QUOTED (EITHER BOX)	SCORE / 4
Form A “The Missing Library Book”	self connection (text-to-self)	connects what happens in the passage to something the reader has lived through in their own life	“This reminds me of a time when I” — “This reminds me of a time when I left my homework folder on the kitchen table” · “I felt” — “I felt the same worry Maya must have felt”	
Form B “Learning to Ride Without Training Wheels”	self connection (text-to-self)	connects what happens in the passage to something the reader has lived through in their own life	“This reminds me of when I” — “This reminds me of when I practiced tying my shoes every single night” · “I was so proud” — “I was so proud the first morning I tied them without asking anyone for help”	
Form C “The New Kid at Lunch”	text connection (text-to-text)	connects what happens in the passage to another book, story, or article the reader has read	“a story I read called” — “a story I read called The Lonely Lighthouse” · “Both stories show” — “Both stories show how one small invitation can change someone’s whole day”	
Form D “Planting the Class Garden”	text connection (text-to-text)	connects what happens in the passage to another book, story, or article the reader has read	“a book called” — “a book called The Smallest Seed” · “In both stories” — “In both stories, waiting and taking care of something leads to a result worth waiting for”	
Form E “After the Storm”	world connection (text-to-world)	connects what happens in the passage to something the reader knows is true outside of school, in the wider world	“I know that in real life” — “I know that in real life, neighbors often check on each other after a storm” · “I have actually seen happen” — “something I have actually seen happen”	
Form F “The Food Drive”	world connection (text-to-world)	connects what happens in the passage to something the reader knows is true outside of school, in the wider world	“I know that” — “I know that food pantries in real life depend on donations like this” · “happens in neighborhoods everywhere” — “This kind of giving happens in neighborhoods everywhere”	

SCORING NOTES

Four points per row: naming the connection type, what it does for a reader, and each of two clue words or phrases from the note, written in either “clue” box, in any order. Accuracy % = score ÷ 4 × 100.

TRACKER

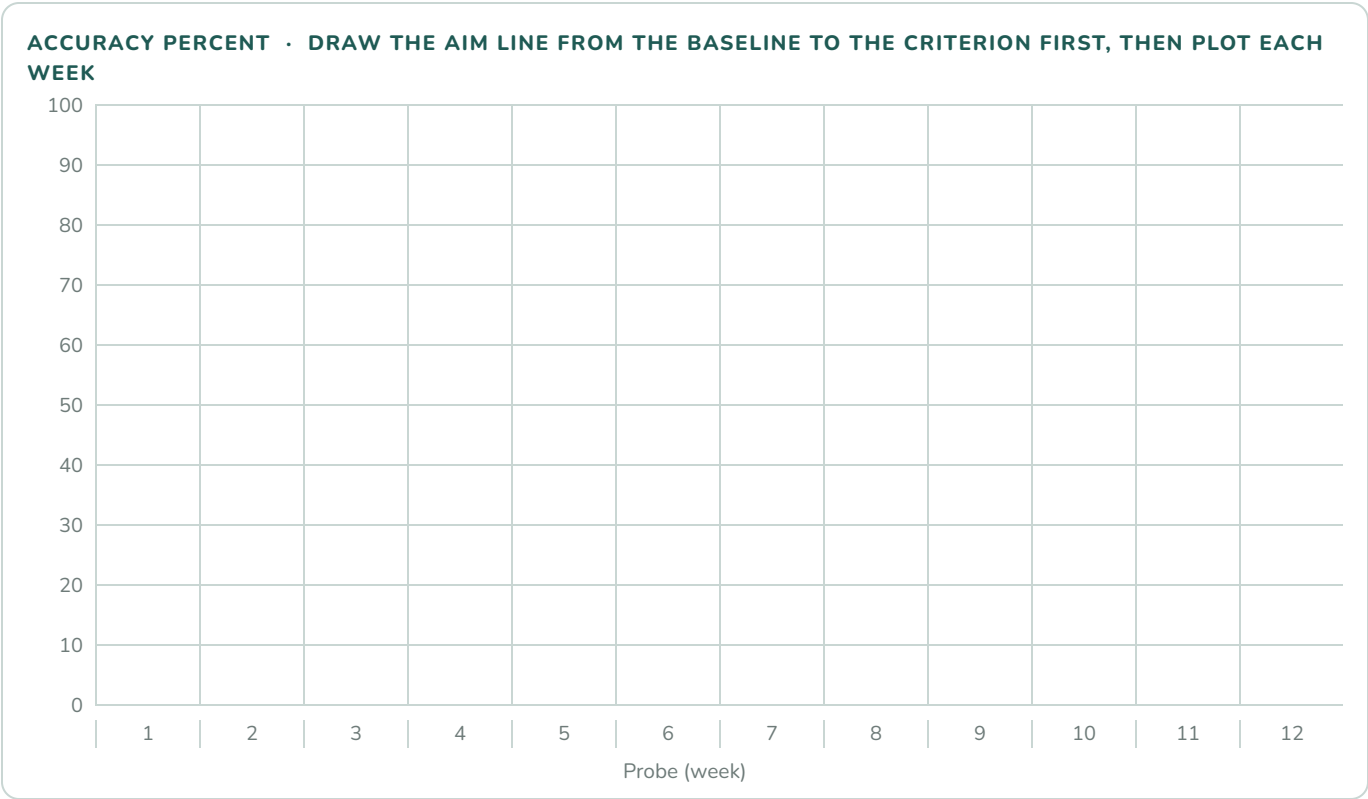
Text Connections Accuracy Trend Graph

Plot the accuracy percent from the log. The aim line is the criterion from the goal; three dots under it in a row is a conversation, not a wait.

STUDENT

CRITERION / AIM (%)

GOAL DATE



#	DATE	FORM	SCORE /4	ACCURACY %	NOTES
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

 NOTES

Family Update — Reading at Home

Goes home after a probe or a regular reading night, ready to send as printed or typed. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM

THIS WEEK WE READ

In plain words — a story, an article, a class book.

HOW NOTICING A TEXT CONNECTION WENT, IN PLAIN WORDS

Not the raw score — what it means: about the same, a little better, a lot better.

ONE THING TO PRACTICE AT HOME (FIVE MINUTES, READ TOGETHER)

Try asking “does this remind you of something that happened to you, another book you’ve read, or something you know happens in real life?” after a page or a chapter.

SOMETHING WE NOTICED, OR A QUESTION FOR HOME

Anything the family noticed that we would not see at school.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

A Filled-In Probe Set and Log (Invented Student)

SAMPLE · INVENTED STUDENT

Jordan is invented, and so is every mark on this page. Every number in the summary can be re-counted from the rows above it.

JORDAN K., FOURTH GRADE (INVENTED) — WEEKLY TEXT CONNECTIONS PROBES

Goal: identify which of three connection types a reader's note makes and write 2 of 3 of what it does for a reader and two clue words/phrases correctly on 3 of 4 consecutive probes (invented) · **Case manager:** J. Ortiz, invented

TEXT CONNECTIONS ACCURACY DATA LOG EXCERPT (PAGE 18)

#	DATE	FORM	TYPE CORRECT?	JOB/CLUES CORRECT (OF 3)	SCORE / 4	ACCURACY %	NOTES
1	Oct 2	A	Y	1	2	50	Named "self connection" and one clue word; missed what it does for a reader.
2	Oct 9	B	Y	2	3	75	Gave what it does for a reader and one clue word for Form B; missed the second clue.
3	Oct 16	C	Y	3	4	100	Gave what it does for a reader and both of Form C's clue words/phrases, no repeats.
4	Oct 23	D	Y	3	4	100	Gave what it does for a reader and both of Form D's clue words/phrases; second 100% in a row.

ANSWER KEY EXCERPT USED TO SCORE OCT 16 AND OCT 23 (PAGE 16)

#	FORM	CONNECTION TYPE (KEY)	WHAT IT DOES FOR A READER	CLUE WORDS/PHRASES
1	C	text connection (text-to-text)	connects what happens in the passage to another book, story, or article the reader has read	· "a story I read called" — "a story I read called The Lonely Lighthouse" · "Both stories show" — "Both stories show how one small invitation can change someone's whole day"
2	D	text connection (text-to-text)	connects what happens in the passage to another book, story, or article the reader has read	· "a book called" — "a book called The Smallest Seed" · "In both stories" — "In both stories, waiting and taking care of something leads to a result worth waiting for"

WHY THESE NUMBERS HOLD UP

Each probe is worth 4 points: 1 for the connection type, 1 for what it does for a reader, 1 for each of two clue words or phrases. Oct 2: $1 + 1 = 2 \div 4 = 50\%$. Oct 9: $1 + 2 = 3 \div 4 = 75\%$. Oct 16 and Oct 23: $1 + 3 = 4 \div 4 = 100\%$, matching the answer key excerpts above word for word. The trend rises across four sessions ($50\% \rightarrow 75\% \rightarrow 100\% \rightarrow 100\%$).

WHAT THE CASE MANAGER DID WITH THIS TREND

The last three probes (Oct 9, Oct 16, Oct 23) each met the invented 3-of-4 criterion from the goal page (page 8). The caseload summary (page 20) marks this row "met," with a decision to write a new, higher-criterion goal.