



*Literacy and Intervention*

## COMMON CORE STATE STANDARDS

# MCI

**Making Connections<sup>®</sup> Intervention**

**Reach Your Struggling Adolescent Readers**

Grades 6–12



**Aqua**



# MCI (Making Connections® Intervention)

## Level Aqua

correlated to

# Common Core State Standards Initiative English Language Arts Grade 6

**C SE=** Comprehension Student Edition **C TE=** Comprehension Teacher's Edition **Wr SE=** Writing Student Edition **Wr TE=** Writing Teacher's Edition  
**WS SE=** Word Study Student Edition **WS TE=** Word Study Teacher's Edition **MCIO=** MCI Online **Library =** MCI Student Library

### College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

<b>Key Ideas and Details</b>	<b>MCI Aqua</b>
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>C SE:</b> 63, 68, 69, 74, 75, 76, 105, 110, 111, 112 <b>C TE:</b> 78, 79, 83, 89, 95, 96, 131, 137 <b>MCIO:</b> All online readings in Unit 3 (Drawing Conclusions) and Unit 6 (Recognizing Viewpoint: Bias)
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>C SE:</b> 9, 14, 15, 20, 21 <b>C TE:</b> 6, 7, 11, 13, 17, 19, 31, 37, 43, 55, 61, 67, 79, 85, 91, 103, 109, 115, 127, 133, 139 <b>MCIO:</b> The objective is covered in all online readings. Additional examples can be found in all online readings in Unit 1 (Main Idea and Details)
3. Analyze in detail where, when, why, and how events, ideas, and characters develop and interact over the course of a text.	<b>C SE:</b> 45, 50, 51, 57, 58 <b>C TE:</b> 47, 54, 55, 59, 65, 71, 72, 78, 79, 83, 89, 95, 96 <b>MCIO:</b> All online readings in Unit 3 (Cause and Effect) and Unit 4 (Drawing Conclusions/Predicting Outcomes)
<b>Craft and Structure</b>	

<p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and explain how specific word choices shape meaning or tone.</p>	<p><b>C SE:</b> 81, 86, 87, 92, 93, 94  <b>C TE:</b> 102, 103, 107, 113  <b>Wr SE/TE:</b> 61  <b>MCIO:</b> All online readings in Unit 5 (Figurative Language)</p>
<p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section or chapter) relate to each other and the whole.</p>	<p><b>C TE:</b> 5, 33, 39, 53, 57, 63, 81, 111, 125  <b>Wr SE/TE:</b> 5, 19, 33, 47, 61, 75  <b>MCIO:</b> The objective is covered in most online readings. See the following representative examples in each unit: Unit 1, Path A, The Sun; Unit 2, Path A, The Information Revolution; Unit 3, Path A, The Endocrine System; Unit 4, Path A, Ancient Egypt and the Nile; Unit 5, Path A, Water Technology; Unit 6, Path A, The Great Grape Boycott</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p><b>C SE:</b> 99, 104, 105, 110-112  <b>C TE:</b> 126, 127, 131, 133, 137, 139  <b>Wr SE/TE:</b> 75  <b>MCIO:</b> All online readings in Unit 6 (Recognizing Viewpoint: Bias)</p>

<b><i>Integration of Knowledge and Ideas</i></b>	
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<p><b>C SE:</b> 22, 40, 58, 76, 94, 112</p> <p><b>C TE:</b> 11, 19, 41, 59, 67, 89, 139</p> <p><b>MCIO:</b> Unit 1, Path A, The Moon; Unit 3, Path A, The Nervous System; Unit 4, Path A, Ancient Egypt and the Nile; Unit 4, Path B, What a Wonder!; Unit 5, Path A, Water Technology</p>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<p><b>C SE:</b> 105, 110, 111, 112</p> <p><b>C TE:</b> 127, 131, 133, 137, 139</p> <p><b>MCIO:</b> All online readings in Unit 6 (Recognizing Viewpoint: Bias)</p>
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p><b>C TE:</b> 19, 43, 67, 91, 115, 139</p> <p><b>MCIO:</b> This objective is covered in an open-ended question at the end of each online unit.</p>

<b>Range and Level of Text Complexity</b>	
<p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><b>C SE:</b> <i>MCI</i> Comprehension contains literary and informational texts in each unit. <b>Literary:</b> 10-15, 22, 24-27, 40, 52-58, 60-63, 76, 88-93, 112 <b>Informational:</b> 6-9, 16-22, 28-40, 42-51, 58, 64-76, 78-87, 94</p> <p><b>Library:</b> The <i>MCI</i> Student Library contains one literary and one informational book per unit. <b>Literary:</b> The Quest of Perseus; Pyramid Scheme; A Call in the Wild; Making It Work; Rosa's Journey; A Year of Change <b>Informational:</b> Exploring Mars; Snowboards; Phineas Gage; Stone by Stone; Hello? Are You There?; Women Win the Vote</p> <p><b>MCIO:</b> <i>MCI</i> Online contains literary and informational texts in each unit. <b>Literary:</b> Unit 1, Path B, Abducted by an Alien; Unit 2, Path B, Circus Dreams; Unit 3, Path B, Carlos Hits a Curve; Unit 4, Path B, Last Laugh at Giza; Unit 5, Path B, The Robot in the Trash; Unit 6, Path B, The Street Cleanup <b>Informational:</b> Unit 1, Path A, The Moon; Unit 1, Path A, The Sun; Unit 1, Path B, Starring Neil DeGrasse Tyson; Unit 2, Path A, The Information Revolution; Unit 2, Path A, The Triangle Fire; Unit 2, Path B, Odd Jobs; Unit 3, Path A, The Nervous System; Unit 3, Path A, The Endocrine System; Unit 3, Path B, The Flu; Unit 4, Path A, Ancient Egypt and the Nile; Unit 4, Path A, Meet the Pharaohs; Unit 4, Path B, What a Wonder!; Unit 5, Path A, Light Technology; Unit 5, Path A, Water Technology; Unit 5, Path B, The Electric Guitar; Unit 6, Path A, The Great Grape Boycott; Unit 6, Path A, Japanese Internment; Unit 6, Path B, The Story of the Statue</p>

## Reading Standards for Literature 6–12

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

<b>Key Ideas and Details</b>	<b>MCI Aqua</b>
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>C SE:</b> 63, 76, 105, 110, 111, 112 <b>C TE:</b> 78, 79, 95, 131, 137 <b>MCIO:</b> Unit 4, Path B, Last Laugh at Giza; Unit 6, Path B, The Street Cleanup
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>C SE:</b> 14, 15 <b>C TE:</b> 11, 13, 31, 67, 79, 103, 115, 127, 133, 139 <b>MCIO:</b> The objective is covered in all (fiction) online readings.
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>C SE:</b> 56, 93 <b>C TE:</b> 47, 71, 79, 95, 119, 143 <b>MCIO:</b> Unit 1, Path B, Abducted by an Alien; Unit 2, Path B, Circus Dreams; Unit 3, Path B, Carlos Hits a Curve; Unit 4, Path B, Last Laugh at Giza; Unit 5, Path B, The Robot in the Trash; Unit 6, Path B, The Street Cleanup
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>C SE:</b> 81, 92, 93, 94 <b>C TE:</b> 102, 103, 113 <b>Wr SE/TE:</b> 61 <b>MCIO:</b> Unit 5, Path B, The Robot in the Trash
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>C SE:</b> 94 <b>C TE:</b> 9, 23, 29, 63, 111 <b>Wr SE/TE:</b> 33, 61
6. Explain how an author develops the point of view of the narrator or speaker in a text.	<b>C SE:</b> 99, 104, 105, 110-112 <b>C TE:</b> 126, 127, 131, 133, 137, 139 <b>Wr SE/TE:</b> 75 <b>MCIO:</b> Unit 6, Path B, The Street Cleanup

<b><i>Integration of Knowledge and Ideas</i></b>	
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	The objective is not covered in this level of <i>MCI</i> .
8. (Not applicable to literature)	Not applicable to literature
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	<b>C TE:</b> 19, 67, 91, 115
<b><i>Range and Level of Text Complexity</i></b>	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>MCI</i> offers a wide range of reading challenges for students who cannot yet read on grade level. Students who excel in the program are offered increasingly challenging texts. Overall, <i>MCI</i> focuses on building skills and strategies and provides scaffolding in each unit to help students fill in their reading gaps, which will then allow them to move on to grade-level texts.

Reading Standards for Informational Text 6–12	
<b>Key Ideas and Details</b>	<b>MCI Aqua</b>
<p>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>C SE:</b> 63, 68, 69, 74, 75, 76, 105, 110, 111, 112  <b>C TE:</b> 78, 79, 83, 89, 95, 96, 131, 137  <b>MCIO:</b> Unit 4, Path A, Ancient Egypt and the Nile; Aqua, Unit 4, Path A, Meet the Pharaohs; Unit 4, Path B, What a Wonder!; Unit 6, Path A, The Great Grape Boycott; Unit 6, Path A, Japanese Internment; Unit 6, Path B, The Story of the Statue</p>
<p>2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p><b>C SE:</b> 9, 20, 21  <b>C TE:</b> 6, 7, 17, 19, 37, 43, 55, 61, 85, 91, 109  <b>MCIO:</b> This objective is covered in all (nonfiction) online readings, particularly in Unit 1 (Main Idea and Details).</p>
<p>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p><b>C SE:</b> 51  <b>C TE:</b> 17, 48, 72, 96  <b>MCIO:</b> Unit 1, Path B, Starring Neil DeGrasse Tyson; Unit 2, Path A, The Triangle Fire; Unit 4, Path A, Ancient Egypt and the Nile; Unit 4, Path A, Meet the Pharaohs; Unit 6, Path A, The Great Grape Boycott; Unit 6, Path A, Japanese Internment</p>
<b>Craft and Structure</b>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p><b>C SE:</b> 9, 21, 33, 39, 45, 51, 69, 75, 81, 86, 87  <b>C TE:</b> 7, 16, 24, 34, 35, 40, 41, 48, 55, 58, 59, 72, 82, 83, 88, 96, 106, 107, 120  <b>WS SE/TE:</b> 37, 61  <b>MCIO:</b> This objective is covered in all (nonfiction) online readings, particularly in Unit 5 (Figurative Language).</p>



<p>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p><b>C TE:</b> 5, 15, 33, 53, 57, 105  <b>Wr SE/TE:</b> 5, 19, 47, 61, 75  <b>MCIO:</b> The objective is covered in most informational online readings. See the following representative examples in each unit: Unit 1, Path A, The Sun; Unit 2, Path A, The Information Revolution; Unit 3, Path A, The Endocrine System; Unit 4, Path A, Ancient Egypt and the Nile; Unit 5, Path A, Water Technology; Unit 6, Path A, The Great Grape Boycott</p>
<p>6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p><b>C SE:</b> 112  <b>Wr SE/TE:</b> 75</p>
<b><i>Integration of Knowledge and Ideas</i></b>	
<p>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p><b>C SE:</b> 22, 40, 58, 76, 94, 112  <b>C TE:</b> 11, 19, 41, 59, 67, 89, 139  <b>MCIO:</b> Unit 1, Path A, The Moon; Unit 3, Path A, The Nervous System; Unit 4, Path A, Ancient Egypt and the Nile; Unit 4, Path B, What a Wonder!; Unit 5, Path A, Water Technology</p>
<p>8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>C SE:</b> 104, 105, 110-112  <b>C TE:</b> 126, 127, 131, 133, 137, 139  <b>Wr SE/TE:</b> 75  <b>MCIO:</b> Unit 6, Path A, The Great Grape Boycott; Unit 6, Path A, Japanese Internment; Unit 6, Path B, The Story of the Statue</p>
<p>9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p><b>C TE:</b> 139</p>

<b>Range and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<i>MCI</i> offers a wide range of reading challenges for students who cannot yet read on grade level. Students who excel in the program are offered increasingly challenging texts. Overall, <i>MCI</i> focuses on building skills and strategies and provides scaffolding in each unit to help students fill in their reading gaps, which will then allow them to move on to grade-level texts.
<b>College and Career Readiness Anchor Standards for Writing</b> The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.	
<b>Text Types and Purposes</b>	<b><i>MCI</i> Aqua</b>
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>C SE:</b> 40, 105, 111, 112 <b>Wr SE/TE:</b> 76-87
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>C SE:</b> 22, 40, 76, 94 <b>Wr SE/TE:</b> 6-16, 20-30, 48-58
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>C SE:</b> 21, 58, 76, 94 <b>Wr SE/TE:</b> 34-44, 62-72

<b><i>Production and Distribution of Writing</i></b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<b>C SE:</b> 21, 22, 39, 40, 69, 75, 87, 105, 111, 112 <b>C TE:</b> 19, 37, 43, 61, 67, 85, 91, 109, 133, 139 <b>Wr SE/TE:</b> 6-16, 20-30, 34-44, 48-58, 62-72, 76-86
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>Wr SE/TE:</b> 6-11, 13, 16, 20-25, 27, 30, 34-39, 41, 44, 48-53, 55, 58, 62-67, 69, 72, 76-81, 83, 86
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>C SE:</b> 22, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 49
<b><i>Research to Build Knowledge</i></b>	
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<b>C SE:</b> 22, 76 <b>Wr SE/TE:</b> 48-58
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<b>Wr SE/TE:</b> 49
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>C SE:</b> 22, 76 <b>Wr SE/TE:</b> 49
<b><i>Range of Writing</i></b>	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>C SE:</b> 15, 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 87, 93, 94, 105, 111, 112 <b>Wr SE/TE:</b> 6-17, 20-31, 34-45, 48-59, 62-73, 76-87 <b>MCIO:</b> This objective is covered in all online units.

## Writing Standards 6–12

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

<b>Text Types and Purposes</b>	<b>MCI Aqua</b>
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s) and organize the reasons and evidence clearly.	<b>C SE:</b> 111 <b>Wr SE/TE:</b> 51, 76-79, 86
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	<b>Wr SE/TE:</b> 50, 51, 76-79, 86
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	<b>Wr SE/TE:</b> 78, 82, 83
d. Establish and maintain a formal style.	<b>C SE:</b> 111, <b>Wr SE/TE:</b> 51, 76-79, 83, 86
e. Provide a concluding statement or section that follows from the argument presented.	<b>Wr SE/TE:</b> 50, 51, 78-81
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>Wr SE/TE:</b> 6-11, 16, 20-25, 30
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	<b>Wr SE/TE:</b> 6-11, 16, 20-25, 30
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	<b>Wr SE/TE:</b> 82, 83

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Wr SE/TE:</b> 26, 27, 41, 55, 63-67, 69, 72
e. Establish and maintain a formal style.	<b>Wr SE/TE:</b> 9-11, 13, 14, 16, 23-25, 27, 28, 30
f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>Wr SE/TE:</b> 9-11, 16, 23-25, 30
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>Wr SE/TE:</b> 35, 37-39, 44
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>Wr SE/TE:</b> 35, 38, 39, 44
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	<b>Wr SE/TE:</b> 35
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	<b>Wr SE/TE:</b> 37-39, 41, 44
e. Provide a conclusion that follows from the narrated experiences or events.	<b>Wr SE/TE:</b> 36-39, 44

<b><i>Production and Distribution of Writing</i></b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>C SE:</b> 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 87, 93, 94, 105, 111, 112 <b>C TE:</b> 19, 22, 37, 43, 46, 61, 67, 70, 85, 91, 94, 109, 115, 133, 139, 149 <b>Wr SE/TE:</b> 14, 16, 28, 30, 42, 44, 56, 58, 70, 72, 84, 86 <b>MCIO:</b> This objective is covered in all online units.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	<b>Wr SE/TE:</b> 6-11, 13, 16, 20-25, 27, 30, 34- 39, 41, 44, 48-53, 55, 58, 62-67, 69, 72, 76-81, 83, 86
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>Wr SE/TE:</b> 14, 28, 42, 56, 70, 84
<b><i>Research to Build Knowledge</i></b>	
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>C SE:</b> 22, 40, 76, 94 <b>Wr SE/TE:</b> 48-58
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>C SE:</b> 40, 76, 94 <b>Wr SE/TE:</b> 49, 51, 54
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).	<b>C TE:</b> 19, 43, 91

<p>b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p><b>C SE:</b> 105, 110-112  <b>C TE:</b> 127, 133, 139  <b>Wr SE/TE:</b> 47</p>
<b>Range of Writing</b>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>C SE:</b> 15, 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 87, 93, 94, 105, 111, 112  <b>Wr SE/TE:</b> 6-17, 20-31, 34-45, 48-59, 62-73, 76-87  <b>MCIO:</b> This objective is covered in all online units.</p>
<p><b>College and Career Readiness Anchor Standards for Speaking and Listening</b></p> <p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.</p>	
<b>Comprehension and Collaboration</b>	<b>MCI Aqua</b>
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>C SE:</b> 22, 40, 76, 94, 112  <b>C TE:</b> <i>MCI</i> Comprehension contains opportunities for students to achieve the objective throughout every unit. See the following representative features: <i>Introduce the Unit:</i> 3, 27, 51, 75, 99; <i>Before Reading:</i> 4, 8, 15, 29, 32; <i>During Reading:</i> 7, 11, 17, 31, 35; <i>After Reading:</i> 7, 12, 19, 31, 36; <i>Library Book:</i> 23, 24, 47, 48, 71, 72  <b>Wr SE:</b> 10, 24, 38, 52, 66, 80  <b>Wr TE:</b> 5, 10, 19, 24, 33, 38, 47, 52, 61, 66, 75, 80</p>
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>C SE:</b> 22, 40, 58, 76, 94, 112  <b>C TE:</b> 3, 27, 51, 75, 99, 123  <b>MCIO:</b> <i>MCI</i> Online integrates diverse media, including audio and visual, into each reading. See representative examples from each unit: Unit 1, Path B, Abducted by an Alien; Unit 2, Path A, The Information Revolution; Unit 3, Path A, The Endocrine System; Unit 4, Path A, Ancient Egypt and the Nile; Unit 5, Path B, The Electric Guitar; Unit 6, Path A, The Great Grape Boycott</p>

<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>C SE:</b> 112  <b>C TE:</b> 131, 137  <b>MCIO:</b> Unit 6 (Recognizing Viewpoint: Bias)</p>
<b><i>Presentation of Knowledge and Ideas</i></b>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p><b>C SE:</b> 40, 76, 112  <b>Wr SE/TE:</b> 56, 70. Additional opportunities exist, for example: 14, 28, 84  <b>MCIO:</b> This objective is covered in all online units.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><b>C SE:</b> 58, 112  <b>C TE:</b> 11, 65, 83, 89  <b>Wr SE/TE:</b> 56</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>C SE:</b> 40, 58, 76, 94, 112  <b>C TE:</b> 46, 70, 94, 118, 142  <b>Wr SE/TE:</b> 56, 70. Additional opportunities exist, for example: 14, 28, 84  <b>MCIO:</b> This objective is covered in all online units.</p>



## Speaking and Listening Standards 6–12

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

<b>Comprehension and Collaboration</b>	<b>MCI Aqua</b>
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<p><b>C SE:</b> 40, 76, 94, 112</p> <p><b>C TE:</b> 11, 17, 31, 35, 41, 55, 59, 65, 67, 79, 83, 89, 103, 107, 113, 127, 131, 137, 139</p> <p><b>Wr TE:</b> 10, 24, 38, 52, 66, 80</p>
1. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	<p><b>C SE:</b> The opportunity to address this objective exists. For example, see 40, 76, 94, 112</p> <p><b>C TE:</b> The opportunity to address this objective exists. For example, see 11, 17, 31, 35, 41, 55, 59, 65, 67, 79, 83, 89, 103, 107, 113, 127, 131, 137, 139</p> <p><b>Wr TE:</b> The opportunity to address this objective exists. For example, see 10, 24, 38, 52, 66, 80</p>
2. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	
a. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	<p><b>C TE:</b> The opportunity to address this objective exists. For example, see 11, 17, 31, 35, 41, 55, 59, 65, 67, 79, 83, 89, 103, 107, 113, 127, 131, 137, 139</p>
3. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	<p><b>C SE:</b> 40</p> <p><b>C TE:</b> 111</p>

4. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

**C SE:** 112

**C TE:** 131, 137

**MCIO:** Unit 6 (Recognizing Viewpoint: Bias)

<b>Presentation of Knowledge and Ideas</b>	
5. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	<p><b>C SE:</b> The opportunity to address this objective exists. For example, see 40, 58, 76, 94, 112</p> <p><b>C TE:</b> The opportunity to address this objective exists. For example, see 46, 70, 94, 118, 142</p> <p><b>Wr SE/TE:</b> The opportunity to address this objective exists. For example, see 14, 28, 56, 70, 84</p>
6. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	<p><b>C SE:</b> 58, 112</p> <p><b>C TE:</b> 11, 65, 83, 89</p> <p><b>Wr SE/TE:</b> 56</p>
7. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	<p><b>C SE:</b> 40, 58, 76, 94, 112</p> <p><b>C TE:</b> 46, 70, 94, 118, 142</p> <p><b>Wr SE/TE:</b> 56, 70. Additional opportunities exist, for example: 14, 28, 84</p> <p><b>MCIO:</b> This objective is covered in all online units.</p>
<b>College and Career Readiness Anchor Standards for Language</b>	
<p>The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate</p>	
<b>Conventions in Writing and Speaking</b>	<b>MCI Aqua</b>
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Wr SE/TE:</b> 10-14, 16, 24-28, 30, 38-42, 44, 52-56, 58, 66-70, 72, 80-84, 86
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Wr SE/TE:</b> 10, 11, 13, 14, 16, 24, 25, 27, 28, 30, 38, 39, 41, 42, 44, 52-56, 58, 66-70, 72, 80-84, 86

<b>Knowledge of Language</b>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>C SE:</b> 81, 86, 87, 92, 93, 104-105, 110-111 <b>C TE:</b> 30, 54, 102, 103, 106, 107, 108, 109, 119, 120, 126, 127, 130, 131, 136, 137 <b>Wr SE/TE:</b> 12, 13, 26, 27, 36, 40, 41, 61, 63, 64, 65, 66, 82, 83
<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<b>C SE:</b> 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 82, 86, 87, 93, 99, 105, 111 <b>C TE:</b> 6, 7, 10, 13, 16, 19, 23, 24, 30, 31, 34, 37, 40, 43, 47, 48, 54, 55, 58, 61, 64, 67, 71, 72, 78, 79, 82, 85, 88, 91, 95, 96, 100, 102-104, 106, 108-110, 112, 114-120, 126, 127, 130, 133, 136, 139, 143, 144 <b>WS SE/TE:</b> 13, 25-27, 37-39, 49, 61, 73 <b>MCIO:</b> This objective is covered in all online units.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>C SE:</b> 81, 86-87, 92, 93 <b>C TE:</b> 102-103, 107, 113, 118-120 <b>Wr SE/TE:</b> 64 <b>MCIO:</b> All online readings in Unit 5 (Figurative Language)
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>C SE:</b> 9, 39, 45, 51, 63, 69 <b>C TE:</b> 6, 7, 10, 16, 23, 24, 30, 31, 34, 40, 47, 48, 54, 55, 58, 64, 71, 72, 78, 79, 82, 83, 88, 89, 95, 96, 102, 103, 106, 107, 112, 113, 119, 120, 126, 127, 130, 131, 136, 143, 144 <b>MCIO:</b> This objective is covered in all online units.
<b>Language Standards 6–12</b>	
<p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. <i>Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.</p>	
<b>Conventions of Standard English</b>	<b>MCI Aqua</b>

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	<b>Wr SE/TE:</b> 40, 41
b. Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	The objective is not covered in this level of <i>MCI</i> .
c. Recognize and correct inappropriate shifts in pronoun number and person.	<b>Wr SE/TE:</b> 41
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)	The objective is not covered in this level of <i>MCI</i> .
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	<b>Wr SE/TE:</b> 10, 11, 13, 24, 25, 27, 38, 39, 41, 52, 53, 55, 66, 67, 69, 80, 81, 83

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	The objective is not covered in this level of <i>MCI</i> .
b. Spell correctly.	<b>Wr SE/TE:</b> 10, 11, 24, 25, 38, 39, 52, 53, 66, 67, 80, 81
<b><i>Knowledge of Language</i></b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	<b>Wr SE/TE:</b> 78, 81-83
b. Maintain consistency in style and tone.*	<b>Wr SE/TE:</b> 36, 39, 53
<b><i>Vocabulary Acquisition and Use</i></b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>C SE:</b> 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 82, 86, 87, 92-94, 99, 105, 111 <b>C TE:</b> 6, 7, 10, 13, 16, 19, 30, 31, 34, 37, 40, 43, 54, 55, 58, 61, 64, 67, 78, 79, 82, 85, 88, 91, 102, 106, 112, 115, 130, 133, 136, 139 <b>WS SE/TE:</b> 13, 25-27, 37-39, 49, 61, 73, 75
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i> ).	<b>C TE:</b> 6, 54, 58, 130 <b>WS SE/TE:</b> 14, 15, 38, 39
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>C TE:</b> 23, 24, 47, 48, 71, 72, 95, 96, 119, 120, 143, 144 <b>WS SE:</b> 13 <b>WS TE:</b> 13, 39, 49 <b>MCIO:</b> This objective is covered in all online units.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>C SE:</b> 15, 21, 31, 33, 39, 45, 51, 57, 63, 69, 87, 83, 99, 105, 111 <b>WS SE:</b> 13 <b>WS TE:</b> 13, 39, 49

<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>a. Interpret figures of speech (e.g., personification) in context.</p>	<p><b>C SE:</b> 81, 86, 87, 92-94  <b>C TE:</b> 100, 102-103, 107-110, 113-114, 118-120  <b>Wr SE/TE:</b> 61  <b>MCIO:</b> All online readings in Unit 5 (Figurative Language)</p>
<p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p>	<p><b>Wr SE/TE:</b> 19  <b>WS SE/TE:</b> 74</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>	<p>The objective is not covered in this level of <i>MCI</i>.</p>
<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>C SE:</b> 9, 39, 45, 51, 63, 69  <b>C TE:</b> 6, 7, 10,16, 23, 24, 30, 31, 34, 40, 47, 48, 54, 55, 58, 64, 71, 72, 78, 79, 82, 83, 88, 89, 95, 96, 102, 103, 106, 107, 112, 113, 119, 120, 126, 127, 130, 131,136, 143, 144  <b>MCIO:</b> This objective is covered in all online units.</p>