



*Literacy and Intervention*

## COMMON CORE STATE STANDARDS

# MCI

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

**Reach Your Struggling Adolescent Readers**

Grades 6–12



**Gold**



# MCI (Making Connections® Intervention

## Level Gold

correlated to

# Common Core State Standards Initiative English Language Arts

## Grade 7

**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 Gold</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 <b>C TE:</b> 78, 79, 83, 85, 89, 95, 96 <b>Wr SE/TE:</b> 50 <b>MCIO:</b> All online readings in Unit 4 (Making Inferences)
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, 23, 24, 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, 56, 57, 63, 68, 69, 75 <b>C TE:</b> 23, 24, 47, 54, 55, 59, 65, 67, 71, 72, 78, 79, 83, 89, 95, 96 <b>MCIO:</b> All online readings in Unit 3 (Cause and Effect) and Unit 4 (Making Inferences)
<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, 115  <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, 29, 39, 43, 63, 105, 125, 129, 135, 139,  <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, Volcanoes; Unit 2, Path A, The Poles and Climate Change; Unit 3, Path A, DNA and Human Traits; Unit 4, Path A, The Great Liberator; Unit 5, Path A, The 1960s: A Decade of Change; Unit 6, Path A, Movies with a Message</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> 127, 131, 133, 137, 139, 143, 144  <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, 27, 40, 58, 76, 94, 112</p> <p><b>C TE:</b> 127, 131, 133, 137, 139</p> <p><b>MCIO:</b> Unit 1, Path A, Volcanoes; Unit 2, Path A, The Poles and Climate Change; Unit 3, Path A, DNA and Human Traits; Unit 4, Path A, The Great Liberator; Unit 5, Path A, The 1960s: A Decade of Change; Unit 6, Path A, Movies with a Message</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> 99, 104, 105, 110, 111, 112</p> <p><b>C TE:</b> 126, 127, 131, 133, 137, 139, 143, 144</p> <p><b>Wr SE/TE:</b> 75, 80, 81</p> <p><b>MCIO:</b> All online readings in Unit 6 (Recognizing Viewpoint: Persuasion)</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 throughout the units. <b>Literary:</b> 10-15, 22, 28-33, 40, 42-45, 52-58, 60-63, 64-69, 76, 78-87, 88-94, 96-99, 106-112 <b>Non-Fiction:</b> 6-9, 16-22, 24-27, 34-40, 46-51, 58, 70-76, 94, 100-105, 112 (SRA checked)</p> <p><b>Library:</b> The <i>MCI</i> Student Library contains one literary and one informational book per unit. <b>Literary:</b> Earthquake!; Racing Rivals; Strike Three; The Return of the Golden Hawk; The Worst Day Ever; Astrobat Challenge <b>Informational:</b> Marooned on an Island: The Story of Alexander Selkirk; Antarctica: The World's Coolest Science Laboratory</p> <p><b>MCIO:</b> <i>MCI</i> Online contains literary and informational texts in each unit. <b>Literary:</b> Unit 1, Path B, A Narrow Escape; Unit 2, Path B, Malina and Anningan; Unit 3, Path B, Anansi and the Rubber Man; Unit 4, Path B, Penny and the Mountain Hike; Unit 5, Path B, Samantha's Dilemma; Unit 6, Path B, Mapping Myles</p> <p><b>Informational:</b> Unit 1, Path A, Life at Hydrothermal Vents; Unit 1, Path A, Volcanoes; Unit 1, Path B, Hurricane Katrina; Unit 2, Path A, The Poles and Climate Change; Unit 2, Path A, Polar Seasons; Unit 2, Path B, Trucking on Alaska's Ice Roads; Unit 3, Path A, DNA and Human Traits; Unit 3, Path A, Fewer Fish in the Sea; Unit 3, Path B, Playing to Lose; Unit 4, Path A, The Great Liberator; Unit 4, Path B, Samurai Warriors; Unit 4, Path A, Gods and Heroes of Ancient Greece; Unit 5, Path A, The 1960s: A Decade of Change; Unit 5, Path A, A Medieval Teenager's Life; Unit 5, Path B, Sleep: Your Body's Repair Shop; Unit 6, Path A, Movies with a Message; Unit 6, Path A, The Mobile Phone Revolution; Unit 6, Path B, For Your Own Security</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>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>C SE:</b> 63, 68, 81, 99, 110, 111  <b>C TE:</b> 78, 79, 83, 85, 95, 143  <b>Wr SE/TE:</b> 64, 65, 72  <b>MCIO:</b> Unit 4, Path B, Penny and the Mountain Hike, Unit 6 Path B, Mapping Myles</p>
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<p><b>C SE:</b> 14  <b>C TE:</b> 11, 13, 37, 55, 67, 79, 85, 103, 109, 115, 127, 139 (SRA checked)  <b>MCIO:</b> The objective is covered in all (fiction) online readings.</p>
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<p><b>C SE:</b> 14, 15, 33  <b>C TE:</b> 9, 23, 47, 53, 71, 77, 119  <b>MCIO:</b> Unit 1, Path B, A Narrow Escape; Unit 2, Path B, Malina and Anningan; Unit 4, Path B, Penny and the Mountain Hike</p>
<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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<p><b>C SE:</b> 81, 86, 87, 92, 93  <b>C TE:</b> 102, 103, 106, 107, 112, 113, 119  <b>MCIO:</b> Unit 5, Path B, Samantha’s Dilemma</p>
5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<p><b>C TE:</b> 101, 105</p>
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p><b>C SE:</b> 69, 99, 106, 110, 111  <b>C TE:</b> 126, 127, 137, 139, 143  <b>MCIO:</b> Unit 6, Path B, Mapping Myles</p>

<b><i>Integration of Knowledge and Ideas</i></b>	
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>CTE:</b> The opportunity to address this objective exists. For example, see pages 10, 78, 106.
8. (Not applicable to literature)	Not applicable to literature
9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<b>CTE:</b> The opportunity to address this objective exists. For example, see page 22.
<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.

<b>Reading Standards for Informational Text 6–12</b>	
<b>Key Ideas and Details</b>	
1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><b>C SE:</b> 74-76  <b>C TE:</b> 89, 91, 96  <b>MCIO:</b> Unit 4, Path A, The Great Liberator; Unit 4, Path B, Samurai Warriors; Unit 4, Path A, Gods and Heroes of Ancient Greece</p>
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<p><b>C SE:</b> 9, 20-22  <b>C TE:</b> 6, 7, 17, 19, 24, 31, 43, 61, 91, 133  <b>MCIO:</b> This objective is covered in all (nonfiction) online readings, particularly in Unit 1 (Main Idea and Details).</p>
3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<p><b>C SE:</b> 20, 21, 38, 39, 51  <b>C TE:</b> 17, 24, 41, 72, 89, 96, 144  <b>MCIO:</b> Unit 1, Path B, Hurricane Katrina; Unit 3, Path B, Playing to Lose; Unit 4, Path A, The Great Liberator; Unit 4, Path B, Samurai Warriors; Unit 4, Path A, Gods and Heroes of Ancient Greece; Unit 5, Path A, The 1960s: A Decade of Change; Unit 6, Path A, Movies with a Message</p>
<b>Craft and Structure</b>	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<p><b>C SE:</b> 9, 21, 27, 39, 51, 75, 105  <b>C TE:</b> 6, 7, 16, 19, 24, 30, 31, 40, 48, 58, 59, 72, 88, 96, 120, 130, 131, 144  <b>MCIO:</b> This objective is covered in all (nonfiction) online readings, particularly in Unit 5 (Figurative Language).</p>
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<p><b>C TE:</b> 5, 15, 29, 39, 43, 48, 57, 87, 129, 139, 144  <b>Wr SE/TE:</b> 5, 19, 33, 61, 75  <b>MCIO:</b> This objective is covered in most informational online readings. See the following representative examples in each unit: Unit 1, Path A, Volcanoes; Unit 2, Path A, The Poles and Climate Change; Unit 3, Path A, DNA and Human Traits; Unit 4, Path A, The Great Liberator; Unit 5, Path A, The 1960s: A Decade of Change; Unit 6, Path A, Movies with a Message</p>



<p>6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p><b>C SE:</b> 99, 104, 105, 110, 111, 112  <b>C TE:</b> 126, 127, 131, 133, 137, 139, 144  <b>MCIO:</b> Unit 6, Path A, Movies with a Message; Unit 6, Path A, The Mobile Phone Revolution; Unit 6, Path B, For Your Own Security</p>
<p><b><i>Integration of Knowledge and Ideas</i></b></p>	
<p>7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p><b>C TE:</b> The opportunity to address this objective exists. For example, see pages 6, 40, 136</p>
<p>8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p><b>C SE:</b> 99, 104, 105, 110-112  <b>C TE:</b> 126, 127, 129, 131, 133, 137, 139, 144  <b>Wr SE/TE:</b> 75, 80, 81  <b>MCIO:</b> Unit 6, Path A, Movies with a Message; Unit 6, Path A, The Mobile Phone Revolution; Unit 6, Path B, Mapping Myles; Unit 6, Path B, For Your Own Security</p>
<p>9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p><b>C SE:</b> 99, 110-112  <b>C TE:</b> 126, 127, 137, 142</p>
<p><b><i>Range and Level of Text Complexity</i></b></p>	
<p>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.</p>	<p><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.</p>

## College and Career Readiness Anchor Standards for Writing

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>	
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> 105, 111, 112 <b>C TE:</b> 115 <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, 39, 40, 51, 75, 76 <b>C TE:</b> 67 <b>Wr SE/TE:</b> 6-17, 20-31, 34-45, 62-73
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> 22, 58, 76, 87, 94 <b>Wr SE/TE:</b> 48-59
<b>Production and Distribution of Writing</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> 15, 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 87, 93, 94, 105, 111, 112 <b>C TE:</b> 7, 13, 19, 31, 37, 43, 55, 61, 67, 79, 85, 91, 109, 113, 115, 127, 133, 139 <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. 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, 76, 94, 112 <b>Wr SE/TE:</b> 21, 28, 34, 42

<b>Research to Build Knowledge</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, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 20-28, 34-42
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>C SE:</b> 22, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 21, 34
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>C SE:</b> 22, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 21, 34, 64, 72
<b>Range of Writing</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, 81, 87, 93, 94, 105, 111, 112 <b>C TE:</b> 7, 13, 19, 31, 37, 43, 55, 61, 67, 79, 85, 91, 103, 109, 113, 115, 127, 139 <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.
<b>Writing Standards 6–12</b>	
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. <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> 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>	
1. Write arguments to support claims with clear reasons and relevant evidence.	
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	<b>C SE:</b> 111, 112 <b>Wr SE/TE:</b> 76-87
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	<b>C SE:</b> 105, 111, 112 <b>Wr SE/TE:</b> 77-81, 86

c. Use words, phrases, and clauses to clarify the relationships among claim(s) reasons, and evidence.	The objective is not addressed in this level of <i>MCI</i> .
d. Establish and maintain a formal style.	<b>C SE:</b> 111, 112 <b>Wr SE/TE:</b> 76-87
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>Wr SE/TE:</b> 79-81, 86
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 clearly, previewing what is to follow; 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, 34-39, 44, 62-67, 72
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, 34-39, 44, 62-67, 72
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	<b>Wr SE/TE:</b> 24-26
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Wr SE/TE:</b> 6, 8, 12, 13, 64-67
e. Establish and maintain a formal style.	<b>Wr SE/TE:</b> 9-11, 13, 14, 16, 23-25, 27, 28, 30, 37-39, 41, 42, 44, 65-67, 69, 70, 72
f. Provide a concluding statement or section that follows from the information or explanation presented.	<b>Wr SE/TE:</b> 9-11, 23-25, 35-39, 65-67
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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>C SE:</b> 58 <b>Wr SE/TE:</b> 48-59

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	<b>C SE:</b> 22, 58, 87 <b>Wr SE/TE:</b> 48-59
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>C SE:</b> 58
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>C SE:</b> 22 <b>Wr SE/TE:</b> 51-53
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	<b>C SE:</b> 58 <b>Wr SE/TE:</b> 49, 51-53, 58
<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> 15, 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 87, 93, 94, 105, 111, 112 <b>C TE:</b> 7, 13, 19, 31, 37, 43, 55, 61, 67, 79, 85, 91, 109, 113, 115, 127, 133, 139 <b>Wr SE/TE:</b> 14, 16, 28, 30, 42, 44, 56, 58, 70, 72, 84, 86
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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	<b>Wr SE/TE:</b> 6-8, 10, 11, 13, 20-22, 24, 25, 27, 34-36, 38, 39, 41, 48-50, 52, 53, 55, 62-64, 66, 67, 69, 76-78, 80, 81, 83
6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>C SE:</b> 22, 40, 76, 94, 112 <b>Wr SE/TE:</b> 21, 28, 34, 42
<b><i>Research to Build Knowledge</i></b>	
7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	<b>C SE:</b> 22, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 20-28, 34-42

<p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>C SE:</b> 22, 40, 58, 76, 94, 112 <b>Wr SE/TE:</b> 21, 34</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p><b>C SE:</b> 22, 76 <b>C TE:</b> 8, 9 <b>Wr SE/TE:</b> 64</p>
<p>b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”)</p>	<p><b>C SE:</b> 39, 40, 58, 94, 105, 112 <b>Wr SE/TE:</b> 21, 34, 72</p>

<b>Range of Writing</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 discipline-specific tasks, purposes, and audiences.	<p><b>C SE:</b> 15, 21, 22, 33, 39, 40, 51, 57, 58, 69, 75, 76, 81, 87, 93, 94, 105, 111, 112</p> <p><b>C TE:</b> 7, 13, 19, 31, 37, 43, 55, 61, 67, 79, 85, 91, 103, 109, 113, 115, 127, 139</p> <p><b>Wr SE/TE:</b> 6-17, 20-31, 34-45, 48-59, 62-73, 76-87</p> <p><b>MCIO:</b> This objective is covered in all online units.</p>
<b>College and Career Readiness Anchor Standards for Speaking and Listening</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>Comprehension and Collaboration</b>	
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><b>C SE:</b> 22, 58, 76, 94, 112</p> <p><b>C TE:</b> <i>MCI</i> Comprehension contains opportunities for students to achieve this 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, 13, 19, 31; <i>Library Book:</i> 23, 24</p> <p><b>Wr SE:</b> 10, 24, 38, 52, 66, 80</p> <p><b>Wr TE:</b> 5, 10, 19, 24, 33, 38, 47, 52, 61, 66, 75, 80</p>
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<p><b>C SE:</b> 22, 40, 94, 112</p> <p><b>C TE:</b> 3, 27, 51, 75, 99, 123</p> <p><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 A, Volcanoes; Unit 2, Path A, The Poles and Climate Change; Unit 3, Path A, DNA and Human Traits; Unit 4, Path A, The Great Liberator; Unit 5, Path A, The 1960s: A Decade of Change; Unit 6, Path A, Movies with a Message</p>
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<p><b>C SE:</b> 58, 76, 112</p> <p><b>C TE:</b> 35, 41, 65, 83, 89, 91, 115, 131, 137</p> <p><b>MCIO:</b> Unit 6 (Recognizing Viewpoint: Persuasion)</p>

<b>Presentation of Knowledge and Ideas</b>	
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.	<b>C SE:</b> 22, 58, 76, 94, 112 <b>C TE:</b> 65, 89, 131, 137 <b>Wr SE/TE:</b> 28, 70 <b>MCIO:</b> This objective is covered in all online units.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>C SE:</b> 22, 58, 76, 94, 112 <b>C TE:</b> 107, 131 <b>Wr SE:</b> 28
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>C SE:</b> 22, 58, 76, 94, 112 <b>C TE:</b> 11, 17, 35, 41, 43, 65, 83, 89, 115, 131, 137 <b>Wr SE/TE:</b> 70 <b>MCIO:</b> This objective is covered in all online units.
<b>Speaking and Listening Standards 6–12</b>	
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. <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>	
<b>Comprehension and Collaboration</b>	
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 7 topics texts, and issues</i> , building on others’ ideas and expressing their own clearly.	
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	<b>C SE:</b> 112 <b>C TE:</b> 7, 11, 17, 31, 35, 41, 55, 59, 65, 79, 83, 89, 103, 107, 113, 131, 137 <b>Wr TE:</b> 10, 24, 38, 52, 66, 80
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	<b>C SE:</b> The opportunity to address the objective exists. For example, see 112 <b>C TE:</b> The opportunity to address the objective exists. For example, see 7, 11, 17, 31, 35, 41, 55, 59, 65, 79, 83, 89, 103, 107, 113, 131, 137 <b>Wr TE:</b> The opportunity to address the objective exists. For example, see 10, 24, 38, 52, 66, 80



<p>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p>	<p><b>C SE:</b> The opportunity to address the objective exists. For example, see 112  <b>C TE:</b> The opportunity to address the objective exists. For example, see 7, 11, 17, 31, 35, 41, 55, 59, 65, 79, 83, 89, 103, 107, 113, 131, 137  <b>Wr TE:</b> The opportunity to address the objective exists. For example, see 10, 24, 38, 52, 66, 80</p>
<p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p><b>C SE:</b> The opportunity to address the objective exists. For example, see 112  <b>C TE:</b> The opportunity to address the objective exists. For example, see 7, 11, 17, 31, 35, 41, 55, 59, 65, 79, 83, 89, 103, 107, 113, 131, 137  <b>Wr TE:</b> The opportunity to address the objective exists. For example, see 10, 24, 38, 52, 66, 80</p>
<p>2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>C SE:</b> 22  <b>C TE:</b> 7, 11, 13, 17, 19  <b>MCIO:</b> Unit 1 (Main Idea and Details)</p>
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>C SE:</b> 112  <b>C TE:</b> 131, 137  <b>MCIO:</b> Unit 6 (Recognizing Viewpoint: Persuasion)</p>
<b>Presentation of Knowledge and Ideas</b>	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>C SE:</b> 22, 58, 76, 94, 112  <b>C TE:</b> 65, 89, 131, 137  <b>Wr SE/TE:</b> 28, 70  <b>MCIO:</b> This objective is covered in all online units</p>
<p>5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p><b>C SE:</b> 22, 58, 76, 94, 112  <b>C TE:</b> 107, 131  <b>Wr SE:</b> 28</p>
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p><b>C SE:</b> 22, 58, 76, 94, 112  <b>C TE:</b> 11, 17, 35, 41, 43, 65, 83, 89, 115, 131, 137  <b>Wr SE/TE:</b> 70  <b>MCIO:</b> This objective is covered in all online units.</p>

### College and Career Readiness Anchor Standards for Language

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><i>Conventions in Writing and Speaking</i></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, 67, 69, 70, 72, 80, 81, 82, 83, 84, 86
<b><i>Knowledge of Language</i></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, 92-94 <b>C TE:</b> 107, 113, 115, 119, 120 <b>Wr SE/TE:</b> 50, 53, 64 <b>MCIO:</b> All online readings in Unit 5 (Figurative Language)

<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.	<p><b>C SE:</b> 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87, 93, 99, 105, 111</p> <p><b>C TE:</b> 6, 7, 10, 11, 16, 23, 24, 30, 31, 34, 35, 40, 47, 48, 54, 55, 58, 64, 71, 72, 78, 79, 82, 88, 95, 96, 102, 103, 106, 112, 119, 120, 126, 127, 130, 136, 143, 144</p> <p><b>WS SE/TE:</b> 13, 14, 15, 25-27, 37-39, 49-51, 61-63, 73-75</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>C SE:</b> 81, 86, 87, 92-94</p> <p><b>C TE:</b> 102, 103, 107, 109, 113, 115, 119, 120</p> <p><b>MCIO:</b> All online readings in Unit 5 (Figurative Language)</p>
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.	<p><b>C SE:</b> 27, 39</p> <p><b>C TE:</b> 6, 10, 16, 23, 24, 30, 34, 40, 47, 48, 54, 58, 64, 71, 72, 78, 82, 88, 95, 96, 102, 106, 112, 119, 120, 126, 130, 136, 143, 144</p> <p><b>MCIO:</b> This objective is covered in all online units.</p>

## Language 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. *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.* 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.

<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Explain the function of phrases and clauses in general and their function in specific sentences.	<b>Wr SE/TE:</b> 26, 27
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	<b>Wr SE/TE:</b> 26, 27, 68, 69
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	<b>Wr SE/TE:</b> 26, 27, 68, 69
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i> ).	This objective is not addressed in this level of <i>MCI</i> .
b. Spell correctly.	<b>Wr SE/TE:</b> 10, 11, 12, 24, 25, 38, 39, 52, 53, 66, 67, 80, 81
<b>Knowledge of Language</b>	
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	<b>Wr SE/TE:</b> 13, 41, 50, 52, 53, 55, 69, 83

<b>Vocabulary Acquisition and Use</b>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 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, 87, 93, 99, 105, 111 <b>C TE:</b> 6, 7, 10, 11, 16, 23, 24, 30, 31, 34, 35, 40, 47, 48, 54, 55, 58, 64, 71, 72, 78, 79, 82, 88, 95, 96, 102, 103, 106, 112, 119, 120, 126, 127, 130, 136, 143, 144 <b>WS SE/TE:</b> 13, 14, 15, 25-27, 37-39, 49-51, 61-63, 73-75
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i> ).	<b>C TE:</b> 16, 40, 102, 130 <b>WS SE/TE:</b> 14, 15, 38, 39, 50, 51, 74, 75
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> 14, 49, 73
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 TE:</b> 7, 31, 55, 79, 103, 113, 127, 131 <b>WS SE:</b> 14, 49, 73
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	<b>C SE:</b> 81, 86, 87, 92-94 <b>C TE:</b> 102-103, 107, 113, 119, 120 <b>MCIO:</b> All online readings in Unit 5 (Figurative Language)
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	The objective is not covered in this level of <i>MCI</i> .
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i> ).	The objective is not covered in this level of <i>MCI</i> .

<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> 27, 39 <b>C TE:</b> 6, 10, 16, 23, 24, 30, 34, 40, 47, 48, 54, 58, 64, 71, 72, 78, 82, 88, 95, 96, 102, 106, 112, 119, 120, 126, 130, 136, 143, 144 <b>MCIO:</b> This objective is covered in all online units.</p>
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