



Literacy and Intervention

SUPPORTING COMMON CORE STATE STANDARDS

Making Connections[®] Intervention

Reach Your Struggling Adolescent Readers

Grades 6–12



Meeting the Common Core State Standards with MCI

MCI (*Making Connections® Intervention*) is a comprehensive literacy intervention program for middle and high school that aligns with Common Core State Standards (CCSS) across all four domains of grades 6-12 literacy: Reading, Writing, Language, and Speaking and Listening. Since it is an intervention program, MCI also provides materials that support the Foundational Skills standards typically ascribed to earlier grades.

Reading

Key Ideas and Details

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.

Each level of MCI has a unit with multiple texts on Drawing Conclusions or Making Inferences. Students are required to use evidence from the text to support their conclusions or inferences.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

In *MCI Comprehension*, students are asked to provide written or oral summaries of all reading selections. In *MCI Online*, students create summaries by selecting main ideas and putting them in the correct order. Then they record an oral summary using their own words.

Craft and Structure

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

In *MCI Comprehension*, students mark each reading selection for words, phrases and sentences that they don't understand, including figurative language. Students use strategies modeled by the teacher and work in collaborative groups to discuss what they've marked.

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

MCI Comprehension Teacher's Edition provides scaffolded instruction of genre, text structure, and text features for each reading selection.

Assess how point of view or purpose shapes the content and style of a text.

Each level of MCI includes a unit with multiple texts on Recognizing Viewpoint.

Integration of Knowledge and Ideas

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.

MCI has units with multiple texts on Bias, Persuasion, and Author's Perspective, providing students with opportunities to analyze arguments and claims.

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Regular Comparing and Contrasting Across Texts activities in the *MCI Comprehension* Teacher's Edition have students reflect on two thematic reading selections.

Writing

Text Types and Purposes

Write arguments to support claims with clear reasons and relevant evidence.

MCI Writing includes entire units on argument/persuasive writing.

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

All levels of *MCI Writing* have multiple units that focus on different forms of informative/explanatory writing.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

All levels of *MCI Writing* have at least one unit that focus on narrative writing.

Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MCI Writing incorporates the Six Traits of Writing (Ideas and Content, Organization, Voice, Sentence Fluency, Word Choice, Conventions) into every unit of instruction.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Students follow the Writing Process in every unit of *MCI Writing*.

Research to Build and Present Knowledge

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

All levels of *MCI Writing* have at least one unit that requires a fully-developed research report.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing questions in the Program Assessments ask students to support their answers with information from the text.

Comparing and Contrasting across Texts writing prompts in the *MCI Comprehension* Teacher’s Edition have students reflect on two reading selections.

In *MCI Online*, end-of-path writing activities have students reflect on both online selections.

MCI Writing includes Response to Literature units.

Language

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MCI Writing: Integration of the Six Traits of Writing holds students accountable for correct usage of writing conventions. As part of the writing process, students revise and edit their work for correct grammar and usage, spelling, capitalization, and punctuation.

Knowledge of Language

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.

MCI Student Edition and *Teacher’s Edition*: Students are taught to mark phrases and sentences they don’t understand and use language knowledge (of punctuation, for example) in order to determine or clarify meaning. Many of the phrases and sentences in modeling these strategies use idioms, figurative language, or complex syntax.

MCI Writing: Integration of the Six Traits of Writing holds students accountable for word choice and voice.

Vocabulary Acquisition and Use

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.

MCI Student Edition and *Teacher’s Edition*: Students are taught to mark words and phrases they can’t understand and use strategies such as using context clues and analyzing meaningful word parts to determine or clarify meanings. Many of the words used in modeling these

strategies are multiple-meaning words. Practice the Skill activities assess students' knowledge of words as they are used in the text.

MCI Online: It is important for students to effectively use reference tools to look up unknown words. In *MCI Online* students are able to click on pre-selected academic and domain-specific vocabulary words to hear definitions and pronunciations. Students are able to save these words to the My Words card deck and use them for reference as needed. Practice the Skill activities assess students' knowledge of words as they are used in the text.

Figurative Language

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In each level of *MCI*, one unit is devoted to figurative language. Students identify examples of the featured types of figurative language in the text. Practice the Skill activities ask students to determine meanings of examples of figurative language from the text.

In the *MCI Comprehension* Teacher's Edition, many of the phrases and sentences selected from the text to model vocabulary strategies use figurative language.

Multiple Meaning Words

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.

Many of vocabulary words selected for modeling and in the print reading selections and preselected in the online reading selections are multiple-meaning words. In the Practice the Skill activities, students show their understanding of the meanings of these words as they are used in the text.

MCI's thematic units—with multiple texts on the same theme or topic—help students acquire academic- and domain-specific vocabulary words through multiple avenues:

- Video Introductions with embedded words and explanations
- Vocabulary words selected for strategy instruction in the print reading selections
- Pre-selected vocabulary words in the online reading selections

Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

MCI Comprehension Student Edition and Teacher's Edition: Students are taught to mark phrases and sentences they don't understand and apply strategies such as using context and rereading to determine their meanings.

MCI Online: Students may choose to click on pre-selected academic and domain-specific vocabulary words to hear definitions and pronunciations. Students may also choose to save these words to the My Words card deck and use them for reference as needed.

Speaking and Listening Comprehension and Collaboration

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.

As they read each selection in *MCI Comprehension*, students work together collaboratively, in pairs or small groups, to monitor each other's comprehension of the text and the unit skill. Those collaborative groups share their ideas with the class.

Students also work in groups on additional collaborative activities related to the *MCI Comprehension* reading selections and then give presentations or share findings with the class.

Text Connections in *MCI Comprehension* offer additional opportunities for students to work in groups or with a partner to explore topics related to the unit theme or skill.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Each thematic unit of *MCI* presents information in diverse media and formats through Video Introductions to the unit, animated Interactive Skill Lessons, and print and online reading selections. All reading selections have text and graphic features, and many of the non-fiction selections have charts and graphs to support the text and aid comprehension. Audio support for student texts provides a model of how to read with fluency and expression.

Foundational Skills

Foundational skills, which intervention students often still need help with, are *“not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know...”*

Since *MCI* is an intervention program written at the third, fourth, and fifth grade levels, development of foundational skills continues to be important and relevant. *MCI* offers many opportunities to develop phonics, structural analysis, and vocabulary skills and to build fluency.

Phonics (Decoding), Structural Analysis, and Vocabulary

Know and apply grade-level phonics and word analysis skills in decoding words.

MCI has a coordinated Word Study component for students still in need of word-level help and practice as they simultaneously work on comprehension in connected text. Students get practice decoding different types of syllables and multisyllabic words. They also complete activities about word meaning, working with common word roots, prefixes, and suffixes. The component has a placement test so that teachers know exactly which students need word study help and what kind of help they need.

Fluency

Read with sufficient accuracy and fluency to support comprehension.

MCI offers multiple opportunities for building fluency:

- Students listen to a teacher read-aloud of the first text in each print unit and may choose to listen to audio recordings of any of the print and online reading selections.
- Students are instructed to reread every print reading selection for fluency, in pairs.
- Optional timed fluency assessments are available for the reading selections in *MCI Comprehension*. Teachers can assess students for accuracy, appropriate rate, and expression.