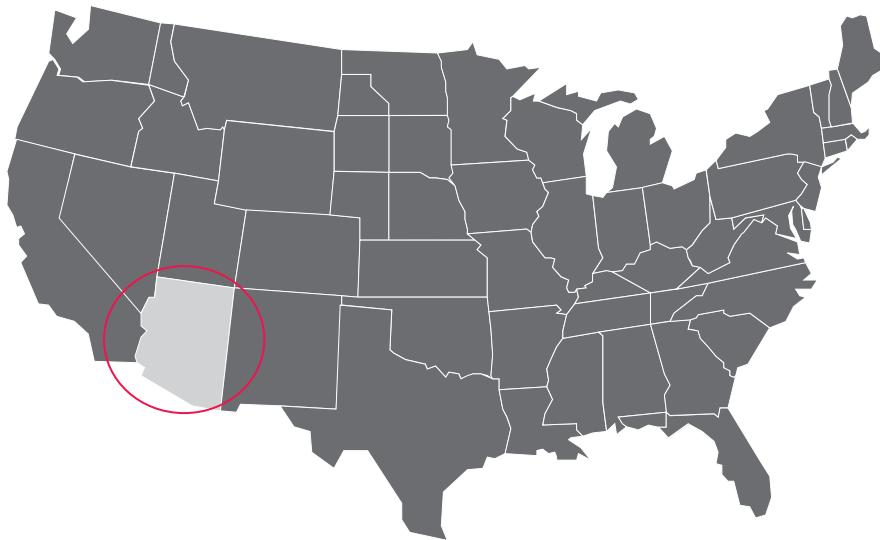


MCI Comprehension



Correlated to the:

Arizona

State English Language Arts Expectations
6-8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Arizona State English Language Arts Expectations

Grade 6

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
Strand 1. Reading Process	
Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.	
Concept 1	
Print Concepts	
<i>Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.</i> Arizona Department of Education	
Demonstrate understanding of print concepts. <i>(Grades K-3)</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22
Concept 2	
Phonemic Awareness	
Identify and manipulate the sounds of speech. <i>(Grades K-2)</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22
Concept 3	
Phonics	
Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K-3)</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 4 Vocabulary Acquire and use new vocabulary in relevant contexts.	
PO 1. Determine the effect of affixes on root words.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
PO 2. Use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading. After Reading
PO 3. Use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	TM: Unit 5, Figurative Language, p. 112.
<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	TM: Library, p. 23 (During Reading)
Concept 5 Fluency Read fluently.	
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	TM: All lessons. See Overview, p. 16, p. 19. After reading.
Concept 6 Comprehension Strategies Employ strategies to comprehend text.	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	TM: All lessons. See Overview, p. 16, p. 17. Before reading.
<i>PO 2. Confirm predictions about text for accuracy.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 3. Generate clarifying questions in order to comprehend text.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
PO 4. Use graphic organizers in order to clarify the meaning of the text.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
PO 5. Connect information and events in text to experience and to related text and sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
PO 6. Apply knowledge of the organizational structures (e.g., chronological order, time-sequence order, cause and effect relationships) of text to aid comprehension.	TM: Unit 2, Compare and Contrast, p. 46 Unit 3, Cause and Effect, p. 68
<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	TM: Unit 3, Cause and Effect, p. 68 Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90/
<p>Strand 2. Comprehending Literary Text</p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p> <p>Concept 1</p> <p>Elements of Literature</p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
PO 1. Describe the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution).	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Text Connections, p. 15.
PO 2. Identify the theme in works of prose, poetry, and drama.	TM: Unit 1, Main Idea and Details, p. 24.
PO 3. Describe the motivations of major and minor characters.	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Text Connections, p. 15.
<i>PO 4. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.</i>	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Text Connections, p. 15.
PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Text Connections, p. 15.
PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Text Connections, p. 15.
PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language).	TM: Unit 5, Figurative Language, p. 112.
<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i>	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Concept 2 Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	N/A
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	TM: Opportunities in all lessons. See Overview p. 16, p. 17. Before Reading.
<p>Strand 3 Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences. Concept 1. Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	TM: Unit 1, Main Idea and Details, p. 24.
PO 2. Summarize the main idea and critical details of expository text, maintaining chronological or logical order.	TM: Summarize – All lessons, See Overview, p. 15, 19. After Reading. Unit 1, Main Idea and Details, p. 24.
<i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i>	N/A
PO 4. Identify the author’s stated or implied purpose(s) for writing expository text.	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Bias, p. 134.
<i>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences) of expository text. (Connected to Research Strand in Writing)</i>	TM: Some lessons. See Overview, p. 16, p. 17. Before Reading. Informational Texts p. 29, p. 41, p. 63, p. 73, p. 79, p. 101, p. 107. (See Before Reading) See Library list, p. 22.
PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)	TM: Opportunities p. 15 Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
PO 7. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)	SB: Opportunities on p. 6, p. 7, p. 8, p. 17, p. 47

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>PO 8. Identify the organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text.</p> <p><i>PO 9. Draw valid conclusions about expository text, supported by text evidence.</i></p>	<p>TM: Unit 2, Compare and Contrast, p. 46 Unit 3, Cause and Effect, p. 68</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p>Concept 2. Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>N/A</p>
<p>PO 2. Identify the text features (e.g., directions, legend, illustrations, diagram, sequence, bold face print, headings) of functional text.</p>	<p>N/A</p>
<p><i>PO 3. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve a problem, to perform a procedure, to answer questions).</i></p>	<p>N/A</p>
<p>Concept 3. Persuasive Text Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p>	
<p>PO 1. Determine the author’s specific purpose for writing the persuasive text.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>PO 2. Identify the facts and details that support the author’s argument regarding a particular idea, subject, concept, or object.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>

Making Connections Intervention – Gold Level
Correlated to the
Arizona State English Language Arts Expectations

Grade 7

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<p>Strand 1. Reading Process</p> <p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p> <p>Concept 1</p> <p>Print Concepts</p>	
<p><i>Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.</i></p> <p>Arizona Department of Education</p>	
<p>Demonstrate understanding of print concepts. <i>(Grades K-3)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>
<p>Concept 2</p> <p>Phonemic Awareness</p>	
<p>Identify and manipulate the sounds of speech. <i>(Grades K-2)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>
<p>Concept 3</p> <p>Phonics</p>	
<p>Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K-3)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 4 Vocabulary Acquire and use new vocabulary in relevant contexts.	
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i>	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading. After Reading
<i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i>	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.</i>	TM: Unit 5, Figurative Language, p. 112.
<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	TM: Library, p. 23 (During Reading)
Concept 5 Fluency Read fluently.	
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	TM: All lessons. See Overview, p. 16, p. 19. After reading.
Concept 6 Comprehension Strategies Employ strategies to comprehend text.	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	TM: All lessons. See Overview, p. 16, p. 17. Before reading.
<i>PO 2. Confirm predictions about text for accuracy.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 3. Generate clarifying questions in order to comprehend text.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
PO 4. Use graphic organizers in order to clarify the meaning of the text.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
PO 5. Connect information and events in text to experience and to related text and sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order) of text to aid comprehension.</i>	TM: Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68
<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	TM: Unit 3, Cause and Effect, p. 68. Unit 4, Inferences, p. 90.
<p>Strand 2. Comprehending Literary Text</p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p> <p>Concept 1</p> <p>Elements of Literature</p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	TM: Opportunities p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, p. 146 See Library list, p. 22. Text Connections, p. 15.
PO 2. Recognize multiple themes in works of prose, poetry, and drama.	TM: Unit 1, Main Idea and Details, p. 24.
PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.	TM: Opportunities p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, p. 146 See Library list, p. 22. Text Connections, p. 15.
PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.	TM: Opportunities : p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, p. 146 See Library list, p. 22. Text Connections, p. 15.
<i>PO 5. Analyze the influence of setting (e.g., time of day or year, historical period, place, situation) on the problem and resolution.</i>	TM: Opportunities : p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, p. 146 See Library list, p. 22. Text Connections, p. 15.
<i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</i>	TM: Opportunities : p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, p. 146 See Library list, p. 22. Text Connections, p. 15.
<i>PO 7. Identify the characteristics and structural elements of poetry (e.g., stanza, verse, rhyme scheme, line breaks, alliteration, consonance, assonance, rhythm, repetition, figurative language) in a given selection.</i>	TM: Unit 5, Figurative Language, p. 112.
<i>PO 8. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.</i>	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Concept 2 Historical and Cultural Aspects of Literature Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	N/A
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	TM: Opportunities in all lessons. See Overview p. 16, p. 17. Before Reading.
<p>Strand 3 Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences. Concept 1. Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	TM: Unit 1, Main Idea and Details, p. 24.
PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	TM: Summarize – All lessons, See Overview, p. 15, 19. After Reading. Unit 1, Main Idea and Details, p. 24.
<i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i>	N/A
PO 4. Identify the author’s stated or implied purpose(s) for writing expository text.	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
<i>PO 5. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i>	TM: Some lessons. See Overview, p. 16, p. 17. Before Reading. Informational Texts p. 37, p. 48, p.58, p. 74. (See Before Reading) See Library list, p. 22.
<i>PO 6. Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i>	TM. Opportunities p. 15 Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<i>PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)</i>	TM. Opportunities p. 15 Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. <u>(Connected to Research Strand in Writing)</u></p> <p>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order) of expository text to aid comprehension.</p> <p>PO 10. Make relevant inferences about expository text, supported by text evidence.</p> <p>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</p> <p>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</p>	<p>SB: Opportunities on p. 8, p. 24, p. 25, p. 101.</p> <p>TM: Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.</p> <p>TM: Unit 4, Making Inferences, p. 90.</p> <p>TM: Unit 2, Compare and Contrast, p. 46.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading. Informational Texts p. 37, p. 48, p.58, p. 74. (See Before Reading) See Library list, p. 22.</p>
<p>Concept 2. Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	N/A
PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is missing in functional text.	N/A
PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	N/A
<p>Concept 3. Persuasive Text Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p>	
PO 1. Determine the author’s specific purpose for writing the persuasive text.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
PO 2. Identify the facts and details that support the author's argument regarding a particular idea, subject, concept, or object.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

Making Connections Intervention – Crimson Level
Correlated to the
Arizona State English Language Arts Expectations

Grade 8

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Arizona State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<p>Strand 1. Reading Process</p> <p>Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.</p> <p>Concept 1</p> <p>Print Concepts</p>	
<p><i>Italics denotes a repetition of a performance objective (learned in an earlier grade) that is to be applied to more complex reading selections.</i></p> <p>Arizona Department of Education</p>	
<p>Demonstrate understanding of print concepts. <i>(Grades K-3)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>
<p>Concept 2</p> <p>Phonemic Awareness</p>	
<p>Identify and manipulate the sounds of speech. <i>(Grades K-2)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>
<p>Concept 3</p> <p>Phonics</p>	
<p>Decode words, using knowledge of phonics, syllabication, and word parts. <i>(Grades K-3)</i></p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p.18, p. 19. Before Reading, During Reading, After Reading. Library, p. 22</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Concept 4 Vocabulary Acquire and use new vocabulary in relevant contexts.</p>	
PO 1. Determine the meaning of vocabulary using linguistic roots and affixes (e.g., Greek, Anglo-Saxon, Latin).	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).</i>	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading. After Reading
<i>PO 3. Use context to identify the meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).</i>	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
PO 4. Determine the meaning of figurative language, including similes, metaphors, personification, idioms, hyperbole, and technical language.	TM: Unit 4, Literary Devices, p. 90.
<i>PO 5. Identify the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words, by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD-ROM and the Internet when available.</i>	TM: Library, p. 23 (During Reading)
<p>Concept 5 Fluency Read fluently.</p>	
PO 1. Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression).	TM: All lessons. See Overview, p. 16, p. 19. After reading.
<p>Concept 6 Comprehension Strategies Employ strategies to comprehend text.</p>	
<i>PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).</i>	TM: All lessons. See Overview, p. 16, p. 17. Before reading.
<i>PO 2. Confirm predictions about text for accuracy.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>PO 3. Generate clarifying questions in order to comprehend text.</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
PO 4. Use graphic organizers in order to clarify the meaning of the text.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
PO 5. Connect information and events in text to experience and to related text and sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<i>PO 6. Apply knowledge of the organizational structures (e.g., chronological order, compare and contrast, cause and effect relationships, logical order, by classification) of text to aid comprehension.</i>	TM: Unit 1, Compare and Contrast, p. 24. Unit 2, Cause and Effect, p. 46.
<i>PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.</i>	TM: Unit 2, Cause and Effect, p. 46. Unit 3, Inferences, p. 68.
<p>Strand 2. Comprehending Literary Text</p> <p>Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.</p> <p>Concept 1</p> <p>Elements of Literature</p> <p>Identify, analyze, and apply knowledge of the structures and elements of literature.</p>	
PO 1. Analyze plot development (e.g., conflict, subplots, parallel episodes) to determine how conflicts are resolved.	TM: Opportunities, Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. Text Connections, p. 15.
PO 2. Compare (and contrast) themes across works of prose, poetry, and drama.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<i>PO 3. Describe a character, based upon the thoughts, words, and actions of the character, the narrator's description, and other characters.</i>	TM: Opportunities, Texts. p. 48, p. 52, p. 80, p. 124, p. 140. Text Connections, p. 15. See Library list, p. 22. Text Connections, p. 15.
<i>PO 4. Contrast points of view (e.g., first vs. third, limited vs. omniscient) in literary text.</i>	TM: Opportunities, Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. Text Connections, p. 15.
PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.	TM: Opportunities, Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. Text Connections, p. 15.
<i>PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author's word choice.</i>	TM: Opportunities, Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. Text Connections, p. 15.
PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).	N/A
<p>Concept 2</p> <p>Historical and Cultural Aspects of Literature</p> <p>Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.</p>	
PO 1. Describe the historical and cultural aspects found in cross-cultural works of literature.	N/A
PO 2. Identify common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.	TM: Opportunities in all lessons. See Overview p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand 3 Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences. Concept 1. Expository Text Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.</p>	
PO 1. Restate the main idea (explicit or implicit) and supporting details in expository text.	TM: Unit 6. Synthesizing Information, p. 134.
PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.	TM: Summarize – All lessons. See Overview, p. 16, p. 19. After Reading. Unit 6. Synthesizing Information, p. 134.
<i>PO 3. Distinguish fact from opinion in expository text, providing supporting evidence from text.</i>	N/A
PO 4. Identify the author’s stated or implied purpose(s) for writing expository text.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
PO 5. <i>Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words, topic sentences, concluding sentences, end notes, footnotes, bibliographic references) in expository text. (Connected to Research Strand in Writing)</i>	TM: Some lessons. See Overview, p. 16, p. 17. Before Reading. Informational Texts p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. (See Before Reading) See Library list, p. 22.
PO 6. <i>Locate appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, CD-ROM, website) for a specific purpose. (Connected to Research Strand in Writing)</i>	TM. Opportunities p. 15 Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
PO 7. Differentiate between primary and secondary source material. (Connected to Research Strand in Writing)	TM. Opportunities p. 15 Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>PO 8. Interpret graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines, graphs) of expository text. (Connected to Research Strand in Writing)</i></p> <p><i>PO 9. Apply knowledge of organizational structures (e.g., chronological order, comparison and contrast, cause and effect relationships, logical order, classification schemes) of expository text to aid comprehension.</i></p> <p><i>PO 10. Make relevant inferences about expository text, supported by text evidence.</i></p> <p><i>PO 11. Compare (and contrast) the central ideas and concepts from selected readings on a specific topic.</i></p> <p><i>PO 12. Explain how authors use elements (e.g., language choice, organization) of expository text to achieve their purposes.</i></p>	<p>SB: Opportunities on p. 79, p.97, p.101,p.103.</p> <p>TM: Unit 1, Compare and Contrast, p. 24. Unit 2, Cause and Effect, p. 46.</p> <p>TM: Unit 3, Making Inferences, p. 68.</p> <p>TM: Unit 1, Compare and Contrast, p. 24.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading. Informational Texts p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. (See Before Reading) See Library list, p. 22.</p>
<p>Concept 2. Functional Text Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.</p>	
<p>PO 1. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.</p>	<p>N/A</p>
<p>PO 2. Determine what information (e.g., steps in directions, legend, supplies needed, illustrations, diagram, sequence) is extraneous in functional text.</p>	<p>N/A</p>
<p><i>PO 3. Interpret details from a variety of functional text (e.g., warranties, product information, technical manuals, instructional manuals, consumer safety publications) for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions.</i></p>	<p>N/A</p>
<p>PO 4. Evaluate the adequacy of details and facts from functional text to achieve a specific purpose.</p>	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Concept 3. Persuasive Text Explain basic elements of argument in text and their relationship to the author’s purpose and use of persuasive strategies.</p>	
PO 1. Determine the author’s specific purpose for writing the persuasive text.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
PO 2. Evaluate the effectiveness of the facts used to support an author’s argument regarding a particular idea, subject, concept, or object.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
<i>PO 3. Describe the intended effect of persuasive strategies and propaganda techniques (e.g., bandwagon, peer pressure, repetition, testimonial, transfer, loaded words) that an author uses.</i>	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
PO 4. Identify specific instances of bias in persuasive text.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.