

MCI Comprehension



Correlated to the:

California

State English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
California 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 California State English Language Arts Standards. 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 Component</i>
<p>Strand: Reading</p> <p>Standard 1: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>Concept 1</p> <p>Word Recognition</p>		
1.1	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
<p>Concept 2</p> <p>Vocabulary and Concept Development</p>		
1.2	Identify and interpret figurative language and words with multiple meanings.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading. Unit 5, Figurative Language, p. 112.
1.3	Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
1.4	Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.	
1.5	Understand and explain “shades of meaning” in related words (e.g., <i>softly</i> and <i>quietly</i>).	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p style="text-align: center;">Standard 2: 2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.</p> <p style="text-align: center;">Concept 1 Structural Features of Informational Materials</p>	
2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.	TM: Opportunities in some lessons. See Overview p. 16, p. 17. Before Reading. See texts, p. 26, p. 58, p. 70, p. 74, p. 102, pg. 118, p.136.
2.2 Analyze text that uses the compare-and-contrast organizational pattern.	TM: Unit 2, Compare and Contrast, p. 46.
<p style="text-align: center;">Concept 2 <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>	
2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.	TM: Unit 1, Main Ideas and Details, p. 24.
2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	N/A
<p style="text-align: center;">Concept 3 <i>Expository Critique</i></p>	
2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.	TM: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.
2.7 Make reasonable assertions about a text through accurate, supporting citations.	TM: Opportunities in lessons. See Overview p. 16. p. 18. During Reading.
2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p style="text-align: center;">Standard 3: 3.0 Literary Response and Analysis</p> <p style="text-align: center;">Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p style="text-align: center;">Concept 1 <i>Structural Features of Literature</i></p>	
3.1 Identify the forms of fiction and describe the major characteristics of each form.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<p style="text-align: center;">Concept 2 <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p>	
3.2 Analyze the effect of the qualities of the character (laziness) on the plot and the resolution of the conflict.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
3.3 Analyze the influence of setting on the problem and its resolution.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.	TM: Unit 5, Figurative Language, p. 112. Text, p. 114.
3.5 Identify the speaker and recognize the difference between first-and third-person narration (autobiography compared with biography).	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
3.6 Identify and analyze features of themes conveyed through characters, actions, and images.	N/A
3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	TM: Unit 5, Figurative Language, p. 112.
<p style="text-align: center;">Concept 3 <i>Literary Criticism</i></p>	
3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Writing Standard 1: 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. Concept 1 Organization and Focus</p>	
1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Concept 2 Research and Technology</p>	
1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Concept 3 Evaluation and Revision</p>	
1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	TM: Opportunities. 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 style="text-align: center;">Standard 2: Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade six outlined in Writing Standard 1.0, students:</p>	
<p>2.1 Write narratives:</p> <ul style="list-style-type: none"> a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). 	<p>N/A</p>
<p>2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <ul style="list-style-type: none"> a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>2.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2.5 Write persuasive compositions: State a clear position on a proposition or proposal.</p> <p>a. Support the position with organized and relevant evidence.</p> <p>b. Anticipate and address reader concerns and counterarguments.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p style="text-align: center;">Strand: Written and Oral English Language Conventions</p> <p style="text-align: center;">The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p style="text-align: center;">Standard 1: Written and Oral English Language Conventions</p> <p style="text-align: center;">Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p style="text-align: center;">Concept 1</p> <p style="text-align: center;">Sentence Structure</p>	
<p>1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p style="text-align: center;">Concept 2</p> <p style="text-align: center;">Grammar</p>	
<p>1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3 Punctuation	
1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 4 Capitalization	
1.4 Use correct capitalization.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 5 Spelling	
1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).	TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Strand: Listening and Linking Standard 1: 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Concept 1 Comprehension	
1.1 Relate the speaker’s verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.2 Identify the tone, mood, and emotion conveyed in the oral communication.	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
1.3 Restate and execute multiple-step oral instructions and directions.	N/A
Concept 2 Organization and Delivery of Oral Communication	
1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. 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>
1.5	Emphasize salient points to assist the listener in following the main ideas and concepts.	TM: Unit 1, Main Ideas and Details, p. 24.
1.6	Support opinions with detailed evidence and with visual or media displays that use appropriate technology.	TM: Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
1.7	Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Concept 3 Analysis and Evaluation of Oral and Media Communications		
1.8	Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.	N/A
1.9	Identify persuasive and propaganda techniques used in television and identify false and misleading information.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
Standard 2: 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:		
2.1	Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).	N/A
2.2	Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	TM: Opportunities. 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>2.3 Deliver oral responses to literature:</p> <ul style="list-style-type: none"> a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises, or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster acceptance of the proposition or proposal. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.5 Deliver presentations on problems and solutions:</p> <ul style="list-style-type: none"> a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions. 	<p>N/A</p>

Making Connections Intervention – Gold Level
Correlated to the
California 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 California State English Language Arts Standards. 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 Component</i>
<p>Strand: Reading</p> <p>Standard 1: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>Concept 1</p> <p>Vocabulary and Concept Development</p>	
1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.	TM: Unit 5, Figurative Language, p. 112.
1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
<p>Standard 2: 2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.</p> <p>Concept 1</p> <p><i>Structural Features of Informational Materials</i></p>	
2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS		<i>Making Connections Intervention Component</i>
2.2	Locate information by using a variety of consumer, workplace, and public documents.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2.3	Analyze text that uses the cause-and-effect organizational pattern.	TM: Unit 3, Cause and Effect, p. 68.
Concept 2 <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.4	Identify and trace the development of an author’s argument, point of view, or perspective in text.	TM: Unit 5, Recognizing Viewpoint: Persuasion, p. 134.
2.5	Understand and explain the use of a simple mechanical device by following technical directions.	N/A
Concept 3 <i>Expository Critique</i>		
2.6	Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping.	TM: Unit 5, Recognizing Viewpoint: Persuasion, p. 134.
Standard 2: 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.		
Concept 1 <i>Structural Features of Informational Materials</i>		
2.1	Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).	TM: Opportunities. See Overview, p. 16, p. 17. Before Reading. Text p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140,
2.2	Locate information by using a variety of consumer, workplace, and public documents.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2.3	Analyze text that uses the cause-and-effect organizational pattern.	TM: Unit 3, Cause and Effect, p. 68.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p style="text-align: center;">Standard 3: 3.0 Literary Response and Analysis</p> <p style="text-align: center;">Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.</p> <p style="text-align: center;">Concept 1 <i>Structural Features of Literature</i></p>	
3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading
<p style="text-align: center;">Concept 2 <i>Narrative Analysis of Grade-Level-Appropriate Text</i></p>	
3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).	N/A
3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters	TM: Opportunities in some lessons. p. 30, p. 53 , p. 71, p. 80, p. 92, p. 96,p. 115, p. 118, p. 124, p. 136, p. 146,
3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).	N/A
3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.	TM: Opportunities in some lessons. p. 30, p. 53 , p. 71, p. 80, p. 92, p. 96,p. 115, p. 118, p. 124, p. 136, p. 146,
<p style="text-align: center;">Concept 3 <i>Literary Criticism</i></p>	
3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Writing Standard 1: 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed. Concept 1 <i>Organization and Focus</i></p>	
1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.3 Use strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Concept 2 <i>Research and Technology</i></p>	
1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.6 Create documents by using word-processing skills and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Concept 3 <i>Evaluation and Revision</i></p>	
1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.	TM: Opportunities. 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 style="text-align: center;">Standard 2: 2.0 Writing Applications (Genres and Their Characteristics)</p> <p style="text-align: center;">Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</p> <p style="text-align: center;">Using the writing strategies of grade seven outlined in Writing Standard 1.0, students:</p>	
<p>2.1 Write fictional or autobiographical narratives:</p> <p>a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.</p> <p>b. Develop complex major and minor characters and a definite setting.</p> <p>c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).</p>	<p>N/A</p>
<p>2.2 Write responses to literature:</p> <p>a. Develop interpretations exhibiting careful reading, understanding, and insight.</p> <p>b. Organize interpretations around several clear ideas, premises, or images from the literary work.</p> <p>c. Justify interpretations through sustained use of examples and textual evidence.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.3 Write research reports:</p> <p>a. Pose relevant and tightly drawn questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence compiled through the formal research process (e.g., use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, a computer catalog, magazines, newspapers, dictionaries).</p> <p>d. Document reference sources by means of footnotes and a bibliography.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>2.4 Write persuasive compositions:</p> <p>a. State a clear position or perspective in support of a proposition or proposal.</p> <p>b. Describe the points in support of the proposition, employing well-articulated evidence.</p> <p>c. Anticipate and address reader concerns and counterarguments.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>2.5 Write summaries of reading materials:</p> <p>a. Include the main ideas and most significant details.</p> <p>b. Use the student’s own words, except for quotations.</p> <p>c. Reflect underlying meaning, not just the superficial details.</p>	<p>TM: Opportunities all lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p>Strand: Written and Oral English Language Conventions</p> <p>The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.</p> <p>Standard 1: 1.0 Written and Oral English Language Conventions</p> <p>Students write and speak with a command of standard English conventions appropriate to the grade level.</p> <p>Concept 1</p> <p><i>Sentence Structure</i></p>	
<p>1.1 Place modifiers properly and use the active voice.</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Concept 2</p> <p>Grammar</p>	
<p>1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
1.3 Identify all parts of speech and types and structure of sentences.	TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept 3 Punctuation	
1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept 4 Capitalization	
1.6 Use correct capitalization.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept 5 Spelling	
1.7 Spell derivatives correctly by applying the spellings of bases and affixes.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Listening and Speaking Standard 1: 1.0 Listening and Speaking Strategies Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication. Concept 1 Comprehension	
1.1 Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.2 Determine the speaker’s attitude toward the subject.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS		<i>Making Connections Intervention Component</i>
1.3	Respond to persuasive messages with questions, challenges, or affirmations.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Concept 2 <i>Organization and Delivery of Oral Communication</i>		
1.4	Organize information to achieve particular purposes and to appeal to the background and interests of the audience.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.5	Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.6	Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 3 <i>Analysis and Evaluation of Oral and Media Communications</i>		
1.7	Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.	N/A
1.8	Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.	N/A
Standard 2: 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:		
2.1	Deliver narrative presentations: a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view. b. Describe complex major and minor characters and a definite setting. c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).	TM: Opportunities. 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>2.2 Deliver oral summaries of articles and books:</p> <p>a. Include the main ideas of the event or article and the most significant details.</p> <p>b. Use the student’s own words, except for material quoted from sources.</p> <p>c. Convey a comprehensive understanding of sources, not just superficial details.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.3 Deliver research presentations:</p> <p>a. Pose relevant and concise questions about the topic.</p> <p>b. Convey clear and accurate perspectives on the subject.</p> <p>c. Include evidence generated through the formal research process (e.g., use of a card catalog, <i>Reader’s Guide to Periodical Literature</i>, computer databases, magazines, newspapers, dictionaries).</p> <p>d. Cite reference sources appropriately.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.4 Deliver persuasive presentations:</p> <p>a. State a clear position or perspective in support of an argument or proposal.</p> <p>b. Describe the points in support of the argument and employ well-articulated evidence.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

Making Connections Intervention – Crimson Level
Correlated to the
California 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 California State English Language Arts Standards. 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 Component</i>
<p>Strand: Reading</p> <p>Standard 1: 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.</p> <p>Concept 1</p> <p><i>Vocabulary and Concept Development</i></p>	
1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.	TM: Unit 4, Literary Devices, p. 90.
1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.	TM: Opportunities in lessons. See Overview, p. 16, p. 18.During Reading.
1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.	TM: Opportunities in lessons. See Overview, p. 16, p. 18.During Reading.
<p>Standard 2: 2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p>Concept 1</p> <p><i>Structural Features of Informational Materials</i></p>	
2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).	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>
2.2 Analyze text that uses proposition and support patterns.	TM: Opportunities, p. 31, 36, 58, 80, 103, 136, 141.
Concept 2 <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.	N/A
2.5 Understand and explain the use of a complex mechanical device by following technical directions.	N/A
2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 3 <i>Expository Critique</i>	
2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.	TM: Opportunities. See Overview, p. 16, p. 17. Before Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard 3: 3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in <i>Recommended Literature, Kindergarten Through Grade Twelve</i> illustrate the quality and complexity of the materials to be read by students.	
Concept 1 <i>Structural Features of Literature</i>	
3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).	N/A
Concept 2 <i>Narrative Analysis of Grade-Level-Appropriate Text</i>	
3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.	N/A

STANDARDS/EXPECTATIONS		<i>Making Connections Intervention Component</i>
3.3	Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	N/A
3.4	Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3.5	Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.	N/A
3.6	Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.	TM: Unit 4, Literary Devices, p. 90.
Concept 3 Literary Criticism		
3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
Strand: Writing Strategy 1: 1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.		
Concept 1 <i>Organization and Focus</i>		
1.1	Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.2	Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.3	Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 2 <i>Research and Technology</i>		
1.4	Plan and conduct multiple-step information searches by using computer networks and modems.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.5	Achieve an effective balance between researched information and original ideas.	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>
Concept 3 <i>Evaluation and Revision</i>	
1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard 2: 2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grade eight outlined in Writing Standard 1.0, students:	
2.1 Write biographies, autobiographies, short stories, or narratives: <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, or the writer’s attitude about, the subject. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2.2 Write responses to literature: <ul style="list-style-type: none"> a. Exhibit careful reading and insight in their interpretations. b. Connect the student’s own responses to the writer’s techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or to personal knowledge. 	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>2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.4 Write persuasive compositions:</p> <ul style="list-style-type: none"> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. 	<p>N/A</p>
<p>2.5 Write documents related to career development, including simple business letters and job applications:</p> <ul style="list-style-type: none"> a. Present information purposefully and succinctly and meet the needs of the intended audience. b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). 	<p>N/A</p>
<p>2.6 Write technical documents:</p> <ul style="list-style-type: none"> a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b. Include all the factors and variables that need to be considered. c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension. 	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p style="text-align: center;">Strand: Written and Oral English Language Conventions</p> <p style="text-align: center;">The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills</p> <p style="text-align: center;">Standard 1: 1.0 Written and Oral English Language Conventions</p> <p style="text-align: center;">Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p style="text-align: center;">Concept 1 <i>Sentence Structure</i></p>	
1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.	TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p style="text-align: center;">Concept 2 <i>Grammar</i></p>	
1.4 Edit written manuscripts to ensure that correct grammar is used.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p style="text-align: center;">Concept 3 <i>Punctuation and Capitalization</i></p>	
1.5 Use correct punctuation and capitalization.	TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p style="text-align: center;">Concept 4 <i>Spelling</i></p>	
1.6 Use correct spelling conventions.	TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading. Opportunities. 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>Strand: Listening and Speaking Standard 1: 1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.</p> <p>Concept 1 Comprehension</p>	
1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.	TM: Opportunities. See Overview, p. 16, p. 18. During Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.2 Paraphrase a speaker’s purpose and point of view and ask relevant questions concerning the speaker’s content, delivery, and purpose.	TM: Opportunities. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities. p.15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Concept 2 <i>Organization and Delivery of Oral Communication</i></p>	
1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.7 Use audience feedback (e.g., verbal and nonverbal cues): a. Reconsider and modify the organizational structure or plan. b. Rearrange words and sentences to clarify the meaning.	TM: Opportunities. 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>
Concept 3 <i>Analysis and Evaluation of Oral and Media Communications</i>	
1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	N/A
1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	N/A
Standard 2: 2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:	
2.1 Deliver narrative presentations (e.g., biographical, autobiographical): <ul style="list-style-type: none"> a. Relate a clear, coherent incident, event, or situation by using well-chosen details. b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation. c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). 	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2.2 Deliver oral responses to literature: <ul style="list-style-type: none"> a. Interpret a reading and provide insight. b. Connect the students' own responses to the writer's techniques and to specific textual references. c. Draw supported inferences about the effects of a literary work on its audience. d. Support judgments through references to the text, other works, other authors, or personal knowledge. 	TM: Opportunities. 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>2.3 Deliver research presentations:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and record information on charts, maps, and graphs. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.4 Deliver persuasive presentations:</p> <ul style="list-style-type: none"> a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning. c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements. d. Maintain a reasonable tone. 	<p>N/A</p>
<p>2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>