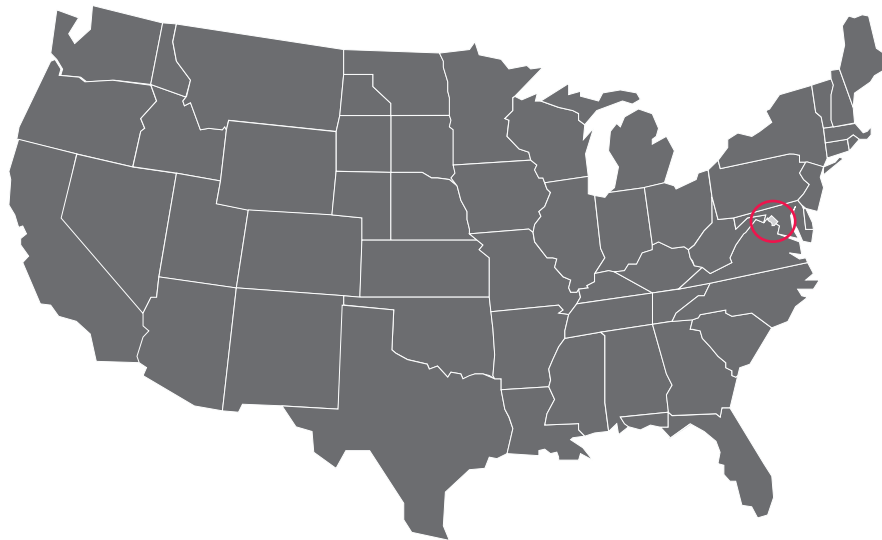


MCI Comprehension



Correlated to the:

District of Columbia
English Language Arts Standards
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
District of Columbia English Language Arts Standards

Grade 6

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the District of Columbia English Language Arts Curriculum 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</i> Component
Strand: Language Development	
Concept 1	
Discussion	
6. LD – D.1 Apply understanding of agreed-upon rules and individual roles to make decisions, including eliciting and considering suggestions from each group member, defining individual’s roles and responsibilities, and coming to a consensus.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 2	
Questioning, Listening, and Contributing	
6. LD – Q.2. Relate the speaker’s verbal communication and nonverbal messages/”body language”.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6. LD – Q.3. Identify the tone, mood, and emotion conveyed in oral communication.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6. LD – Q.4. Restate and execute multistep oral instructions and directions.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
Concept 3	
Oral Presentation	
6. LD – Q.5. Create a rubric (scoring guide) based on categories generated by the teacher and students to prepare and assess the presentations listed in this section.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
6. LD – Q.6. Give oral presentations with focus, organization, and point of view, matching purpose, message, occasion, voice modulation, and nonverbal elements to the audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 4 Vocabulary and Concept Development	
6. LD – V. 7 Determine the meaning of unfamiliar words using knowledge of English language structure, Greek, and Latin roots.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
6. LD – V. 8 Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context.	TM: All lessons. See Overview, p. 16, p. 18. During Reading SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
6. LD – V. 9 Determine the meaning of figurative language, including similes, metaphors, personification, and grade-appropriate idioms.	TM: Unit 5, Figurative Language, p. 112.
6. LD – V. 10 Determine meanings, pronunciations, alternative word choices, correct spellings, and parts of speech of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18, During Reading p. 23 Library, During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
Strand: Informational Text Concept 1 Expository Text	
6. IT – E.1 Identify and analyze the author’s stated purpose, main ideas, supporting ideas, and supporting evidence.	TM: Unit 1, Main Idea and Details, p. 24.
6. IT – E.2 Identify and use knowledge of common textual features (paragraphs, topic sentences, concluding sentences, glossary, index and bibliography).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
6. IT – E.3. Identify and use organizational structures in text, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.
Concept 2 Document and Procedural Text	
6. IT – DP.4 Identify the components (e.g. directions, legend, illustrations, diagram, sequence, boldface print, headings) of document and procedural text.	TM: Opportunities. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3 Argument and Persuasive Text	
6. IT – A.5 Identify the effect of persuasive strategies and rhetorical techniques (e.g. peer pressure, emotional appeal, exaggeration, repetition) that the author uses to influence readers’ thinking or behavior.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
6. IT – A.6 Recognize arguments for and against an issue.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
Strand: Literary Text Concept 1 Connections	
6.LT – C.1 Analyze the relevance of the setting (e.g. time, place, and situation) to the mood and tone of the text.	TM; Opportunities. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Concept 2 Genre	
6.LT – G.2 Identify the characteristics of different forms of prose (short story, novel, novella, essay).	TM; Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Concept 3 Theme	
6.LT – T.3 Apply knowledge that theme, whether stated or implied, refers to the basic meaning of a literary text.	TM: Unit 1, Main Idea and Details, p. 24.
Concept 4 Fiction	
6.LT – F.4 Describe incidents that advance plot in a story or novel, explaining how each incident gives rise to the next or foreshadows a future event.	N/A
6.LT – F.5 Provide examples of all the aspects of the setting (time, place, situation) in a story or novel.	TM; Opportunities. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Concept 5 Literary Nonfiction	
6.LT – LNF.6 Describe the structural differences among essays, speeches, autobiographies, and biographies.	TM: Opportunities in some lessons. See Overview p. 16, p. 17. Before Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 6 Poetry	
6.LT – P.7 Respond to and analyze the effects of figurative language (personification, metaphor, simile, hyperbole) and graphics (capital letters) to uncover the meaning of a poem.	TM: Unit 5, Figurative Language, p. 112.
Concept 7 Drama	
6.LT – D.8 Identify author’s use of dialogue and stage directions.	N/A
Concept 8 Style and Language	
6.LT – S.9 Identify and analyze the importance of shaded of meaning in determining word choice in a piece of literature.	TM: Opportunities. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Concept 9 Traditional Narrative and Classical Literature	
6.LT – TN.10 Identify stylistic elements such as hyperbole, refrain, and simile in traditional literature.	TM: Unit 5, Figurative Language, p. 112.
6.LT – TN.11 Identify specific figures, objects, and places in Greek, Roman, and biblical literature that have influenced writers throughout the ages.	N/A
Strand: Research	
6.R.1 Apply steps for obtaining information form a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Writing Concept 1 Imaginative Writing	
6.W.I.1. Write stories that demonstrate careful placement of descriptive details about setting, characters, and events.	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 2 Expository	
<p>6.W – E.2 Write explanations of a process that</p> <ul style="list-style-type: none"> • group ideas and place them in logical order and • include details to ensure the process is understandable. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.W – E. 3 Write research reports that</p> <ul style="list-style-type: none"> • frame a key question about an issue or situation, • group ideas and place them in logical order, and • include facts and details that illuminate the main ideas. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.W.-E.4 Write persuasive essays that support a position with organized and relevant evidence.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Concept 3 Revision	
<p>6.W-R.5 Revise writing to improve the level of detail and precision of language after determining where to add sensory detail and rearrange text.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Strand: Media	
<p>6.M.1 Identify persuasive and propaganda techniques used in television; identify false and misleading information.</p>	<p>N/A</p>
<p>6.M. 2 Analyze media for ways they provide information or entertainment.</p>	<p>N/A</p>
<p>6.M. 3 Create multimedia presentation using computer technology, including graphics and animation.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Strand: English Language Conventions	
<p>6. EL. 1 Identify eight basic parts of speech.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6. EL. 2 Identify and use prepositional phrases, appositives, and independent and dependent clauses to elaborate on ideas.</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>
6. EL. 3 Expand or reduce sentences	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. EL. 4 Identify and use simple and compound sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. EL. 5 Identify and employ correct usage for <ul style="list-style-type: none"> • present perfect, past perfect, and future perfect tense • subject-verb agreement with compound subjects • indefinite pronouns • elimination of fragments and run-ons 	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. EL.6 Spell frequently misspelled words correctly according to usage	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

Making Connections Intervention – Gold Level
Correlated to the
District of Columbia English Language Arts Standards

Grade 7

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the District of Columbia English Language Arts Curriculum 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</i> Component
Strand: Language Development	
Concept 1	
Discussion	
7. LD – D.1 Know and apply rules for formal and informal discussions, including planning agenda, setting time limits for speakers, and taking votes on key issues.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 2	
Questioning, Listening, and Contributing	
7. LD – Q.2. Ask probing questions to elicit information, including questions about the evidence that supports the speaker’s claims and conclusions.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
7. LD – Q.3 Determine the speaker’s attitude or point of view toward the subject.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7. LD – Q.4. Distinguish between a summary of and an advocacy of position in an oral presentation.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Concept 3	
Oral Presentation	
7. LD – O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students to prepare and assess the presentations listed in this section.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7. LD – 0.6. Present critiques of literary works, films, or dramatic productions using various techniques for effective presentations and matching the message with voice modulation, inflection, temp, enunciation, and expression.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Concept 4 Vocabulary and Concept Development	
7. LD – V. 7 Use Greek, and Latin roots and affixes to determine the meaning of content area vocabulary.	TM: In lessons. See Overview, p. 16, p. 18. During Reading.
7. LD – V. 8 Use such clues as cause and effect and comparison and contrast to identify the meaning of unfamiliar words and words with multiple meanings in context.	TM: In lessons. See Overview, p. 16, p. 18. During Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.
7. LD – V. 9 Use context to confirm meanings of metaphors, similes, and idiomatic language in prose and poetry.	TM: Unit 5, Figurative Language, p. 112.
6. LD – V. 10 Determine meanings, pronunciations, alternative word choices, correct spellings, and parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18, During Reading p. 23 Library, During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
Strand: Informational Text Concept 1 Expository Text	
7. IT – E.1 Identify the author’s purpose(s) in a text when it is not stated.	TM: Opportunities, p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
7. IT – E.2 Identify and use knowledge of common textual features.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
7. IT – E.3. Apply knowledge of organization structures of text to aid comprehension, including chronological order, comparison and contrast, cause and effect, logical order, and classification schemes.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.
Concept 2 Document and Procedural Text	
7 IT – DP.4 Respond appropriately to a set of instructions and complete a task.	N/A
7. IT – DP.5 Determine what information is missing or extraneous in document and procedural text.	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 Argument and Persuasive Text	
7. IT – A.6 Describe the facts and evidence used to support an argument.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7. IT – A.7 Identify ways to detect bias in persuasive text.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7. IT – A.8 Distinguish a stereotype from a generalization.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Strand: Literary Text Concept 1 Connections	
7.LT – C.1 Relate the elements of a literary work to the elements of other literary works set in the same historical period.	N/A
7.LT- C. 2 Analyze the literary techniques used by authors of fiction, poetry, or dramas from the same historical period.	N/A
Concept 2 Genre	
7.LT – G.3 Identify various genres of fiction (e.g. mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based on their characteristics.	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
Concept 3 Theme	
7.LT – T.4 Recognize multiple themes in a text and supply evidence from the selection.	TM: Unit 1, Main Ideas and Details, p. 24.
Concept 4 Fiction	
7.LT – F.5 Analyze plot development to determine whether and how conflicts are resolved.	N/A
7.LT – F.6 Describe a character based on the thoughts, words, and actions of the characters, the narrator’s description, and what other characters say and do.	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library list, p. 22.
7.LT – F.7 Analyze the ways characters change or interact with others over time and give supporting evidence form the text.	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 5 Literary Nonfiction	
7.LT – LNF. 8 Identify and describe the logical connectives and transitional devices in several essays.	TM: Opportunities p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
Concept 6 Poetry	
7.LT – P. 9 Analyze the characteristics and structural elements of a variety of poetic forms.	N/A
Concept 7 Drama	
7.LT – D.10 Analyze the similarities and differences in the setting, characters, and plot of a play and film based on it.	N/A
Concept 8 Style and Language	
7.LT – S.11 Identify and analyze how an author’s use of words creates tone and mood.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Concept 9 Traditional Narrative and Classical Literature	
7.LT – TN.12 Identify similarities and differences in mythologies from different cultures.	N/A
7.LT – TN.13 Identify the language styles of different characters in literary works.	N/A
Strand: Research	
7.R.1 Apply steps for obtaining information form a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	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>
Strand: Writing Concept 1 Imaginative Writing	
<p>7.W.I.1. Write poems that use</p> <ul style="list-style-type: none"> • poetic techniques • figurative language • graphic elements. 	TM: Unit 5, Figurative Language, p. 112.
Concept 2 Expository	
<p>7.W – E.2 Write summaries of passages that</p> <ul style="list-style-type: none"> • group related ideas and place them in logical order • contain main ideas and significant details of the passage, and • reflect the underlying meaning of the source. 	TM: Unit 1, Main Idea and Details, p. 24.
<p>7.W – E. 3 Write content- based research reports that</p> <ul style="list-style-type: none"> • frame a key questions about an issue or situation • group ideas and place them in logical order • include details and explanations from more than one authoritative source, and • use quotations, footnotes, endnotes, and a standard format for works cite. 	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>7.W. E. 4 Write persuasive essays that</p> <ul style="list-style-type: none"> • state a clear position or perspective in support of a proposition or proposal, and provide evidence in support of the proposition. 	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept 3 Revision	
<p>7.W-R.5 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.</p>	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>
Strand: Media	
7.M.1 Identify and evaluate the various ways visual image makers represent meaning.	N/A
7.M. 2 Create multimedia presentation using word-processing skills and principles of design.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: English Language Conventions	
7 EL. 1 Recognize the basic patterns of English sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7 EL. 2 Identify all parts of speech and types and structures of sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. EL. 3 Recognize the makeup and function of prepositional phrases.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. EL. 4 Use properly placed modifiers and the active voice.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
7. EL. 5 Identify and use simple, compound, and complex sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. EL.6 Recognize appropriate use of pronoun reference.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. EL. 7 Spell derivatives by applying knowledge of bases and affixes.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

Making Connections Intervention – Crimson Level
Correlated to the
District of Columbia English Language Arts Standards

Grade 8

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the District of Columbia English Language Arts Curriculum 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>
Strand: Language Development	
Concept 1	
Discussion	
8. LD – D.1 Identify techniques to improve productivity of group discussion, including setting clear goals, understanding the purpose of the team project and the ground rules for decision making, and setting deadlines.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept 2	
Questioning, Listening, and Contributing	
8. LD – Q.2. Explain different ways to read a poem aloud for different effects on the listener.	N/A
8.LD – Q.3 Paraphrase the speaker’s purpose and point of view and ask relevant questions concerning a speaker’s content, deliver, and purpose.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
8. LD – Q.4. Respond to persuasive messages with questions, challenges, or affirmations.	TM: Opportunities Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
Concept 3	
Oral Presentation	
8. LD – O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students to prepare and assess the presentations listed in this section.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>8. LD – 0.6. Present persuasive speeches that use appropriate techniques such as descriptions, anecdotes, case studies, analogies, and illustrations to advocate a position.</p> <p>8.LD – 0/7 Distinguish and produce formal and informal language appropriate to the audience and purpose, including knowing how to use language for dramatic effect.</p>	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<p>Concept 4 Vocabulary and Concept Development</p>	
<p>8 LD – V. 8 Know the origins and meanings of common foreign words used in English.</p>	<p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>8. LD – V. 9 Monitor text for unknown words or words with novel meanings, using word, sentence, and paragraph clues to determine meaning.</p>	<p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>8 LD – V. 10 Understand and explain “shaded of meaning” for related words.</p>	<p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>8. LD – V. 11 Determine meanings, pronunciations, syllabication, synonyms, antonyms, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, CD-ROMs, and the Internet.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18, During Reading p. 23 Library, During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Strand: Informational Text Concept 1 Expository Text</p>	
<p>8. IT – E.1 Compare (and contrast) the central ideas, problems, or situations from readings on a specific topic selected to reflect a range of viewpoints.</p>	<p>TM: Opportunities, p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.</p>
<p>8. IT – E.2 Explain how an author uses word choice and organization of text to achieve his purpose.</p>	<p>TM: Opportunities, See Overview, p. 16, p. 17. Before Reading. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.</p>
<p>8. IT – E.3 Distinguish between the concept of theme in a literary work and the author’s explicit or implicit purpose in an expository text.</p>	<p>TM: Opportunities, p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.</p>
<p>Concept 2 Document and Procedural Text</p>	

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8 IT – DP.4 Evaluate the adequacy of details and facts to achieve a specific purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept 3 Argument and Persuasive Text	
8. IT – A.5 Recognize organizational structures and arguments for and against an issue.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
8. IT – A.6 Distinguish facts from opinions in selections such as editorials, newspaper articles, essays, reviews, and critiques, providing supporting evidence from the text.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. IT – A. 7 Compare and contrast readings on the same topic and explain how authors reach different conclusions, beginning with the author’s stated position.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Literary Text Concept 1 Connections	
8.LT – C.1 Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting.	N/A
Concept 2 Genre	
8.LT – G.2 Identify and analyze how the different genres used by one particular author accomplish different aesthetic purposes.	N/A
Concept 3 Theme	
8.LT – T.3 Compare (and contrast) similar themes across a variety of selections, distinguishing theme from topic.	TM: Unit 1, Compare and Contrast, p. 24.
Concept 4 Fiction	
8.LT – F.4 Determine how central characters’ qualities influence the resolution of the conflict.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8.LT – F.5 Interpret a character’s traits, emotions, or motivations, and provide supporting evidence form a text.	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70 p. 74, p[. 92, p. 96, p. 114, p. 118, p. 124, p. 147.See Library list p. 22.
8.LT – F.6 Analyze the influence of setting on the problem and resolution.	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70 p. 74, p[. 92, p. 96, p. 114, p. 118, p. 124, p. 147.See Library list p. 22.
Concept 5 Literary Nonfiction	
8.LT – LNF. 7 Analyze word choices in well-known speeches and political text.	N/A
Concept 6 Poetry	
8. LT – P. 8 Analyze the effects of sound and graphics on the meaning of a poem.	N/A
Concept 7 Drama	
8.LT – D. 9 Identify and analyze how two different playwrights achieve characterization through dialogue in their plays.	N/A
Concept 8 Style and Language	
8.LT – S.10 Draw conclusions about style, mood, tone, and meaning of prose, poetry, and drama based on the author’s word choice and use of figurative language.	TM: Unit 4, Literary Devices, p. 90.
Concept 9 Traditional Narrative and Classical Literature	
8.LT – TN.11 Identify conventions in epic tales.	N/A
Strand: Research	
8.R.1 Apply steps for obtaining information form a variety of sources, organizing information, documenting sources, and presenting research in individual and group projects.	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>
Strand: Writing Concept 1 Imaginative Writing	
<p>8.W.I.1. Write stories or scripts that include</p> <ul style="list-style-type: none"> • well –developed characters and setting • dialogue • clear conflict and resolution • sufficient descriptive detail. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Concept 2 Expository	
<p>8.W – E.2 Write coherent multiparagraph compositions (including compare-and-contrast essays) that</p> <ul style="list-style-type: none"> • include a thesis statement • use logical organization • make effective use of detail and rhetorical devices, • include variety in sentence structure and transition sentences to link paragraphs. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit 1, Compare and Contrast, p. 24.</p>
<p>8.W – E. 3 Write content- based research reports that</p> <ul style="list-style-type: none"> • pose relevant questions and have a clear controlling idea • support main idea(s) with details, facts, and explanations from multiple authoritative sources and organize them effectively • organize and record information on charts, maps, and graphs as appropriate, • use quotations, footnotes, or endnotes, and a standard format for works cited. 	<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>8.W. E. 4 Write and justify interpretations of literary or expository reading that</p> <ul style="list-style-type: none"> • organize the interpretation around several clear ideas, premises, or images • develop and justify the interpretation through sustained use of examples and textual evidence. <p>8.W.E. 5 Write Persuasive (pro/con) essays that</p> <ul style="list-style-type: none"> • include a well-defined thesis that sets forth a clear and knowledgeable position, theory, or generalization • support arguments with well-articulated evidence, examples, and reasoning, differentiating between evidence and opinion • arrange details, reasons, and examples effectively, anticipating and answering reader concerns and counterarguments. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Concept 3 Revision	
<p>8.W-R.6 Revise writing for word choice using a variety of references, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Strand: Media	
<p>8.M.1 Analyze the effect of images, text, and sound in electronic journalism on the viewer, distinguishing the techniques used in each to achieve these effects.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>8.M. 2 Create multimedia presentations and written reports on the same subjects, and compare the differences in effects of each medium.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Strand: English Language Conventions	
<p>8 EL. 1 Use varied sentence types and sentence openings to reinforce ideas.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>8 EL. 2 Distinguish phrased from clauses.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>8. EL. 3 Identify and use infinitives and participles and clear pronoun/ antecedent reference, as well as properly place modifiers</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>
8. EL. 4 Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. EL. 5 Use colons in business letters, semicolons to punctuate independent clauses, and commas when linking two clauses with a conjunction in compound sentences.	N/A
8. EL.6 Combine reorder, and reduce sentences.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. EL. 7 Spell correctly, including commonly confused words and irregular plurals.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.