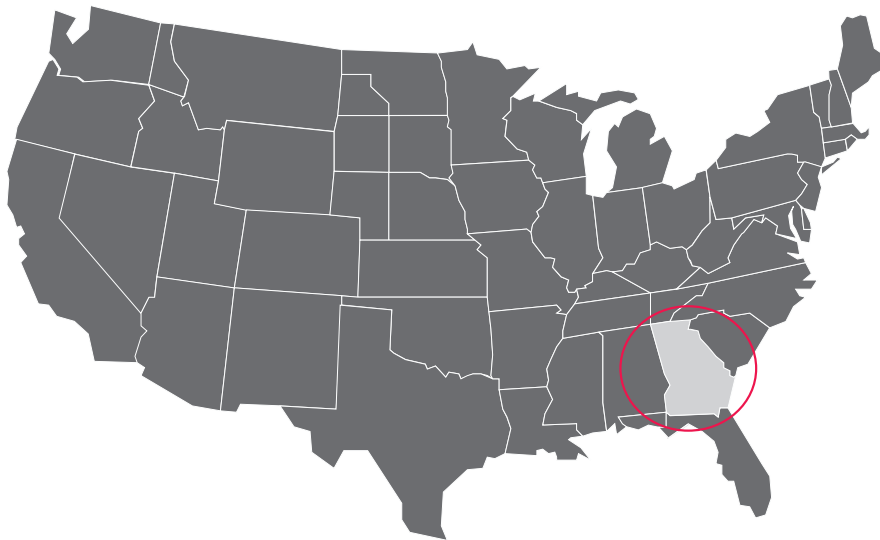


MCI Comprehension



Correlated to the:

Georgia

State English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Georgia 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 Georgia 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>
Strand: Reading and Literature Standard 1: ELA6R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Identifies and analyzes sensory details and figurative language.	TM: Unit 5, Figurative Language, p. 112.
b. Identifies and analyzes the author’s use of dialogue and description.	TM: In lessons. See Overview p. 16, p. 18. During Reading.
c. Relates a literary work to historical events of the period.	TM: In some lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated.	TM: Unit 1, Main Idea and Details, p. 24.
e. Identifies and analyzes the elements of setting, characterization, plot, and the resolution of the conflict of a story or play: i. internal/external conflicts ii. character conflicts, characters vs. nature, characters vs. society iii. antagonist/protagonist.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
f. Identifies the speaker and recognizes the difference between the first – and third- person narration.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
g. Defines and explains how tone is conveyed in literature through word choice, sentence structure, punctuation, rhythm, repetition, and rhyme.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Bias, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
h. Responds to and explains the effects of sound, figurative language, and graphics in order to uncover meaning in literature: .I. Sound (e.g., alliteration, onomatopoeia, rhyme scheme) ii. Figurative language (i.e., simile, metaphor, hyperbole, personification) iii. Graphics (i.e., capital letters, line length, bold face print, italics).	TM: Unit 5, Figurative Language, p. 112.
i. Compares traditional literature and mythology from different cultures.	N/A
j. Identifies and analyzed similarities and differences in mythologies from different cultures.	N/A
Critical Component: For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Applies knowledge of common textual features (e.g., paragraphs, topic sentences, concluding sentences, glossary, index). b. Applies knowledge of common graphic features (i.e., graphic organizers, diagrams, captions, illustrations, charts, tables, graphs).	TM: Opportunities in some lessons, p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102.
c. Applies knowledge of common organizational structures and patterns (e.g., transitions, logical order, cause and effect, classification schemes).	TM: Unit 3, Cause and Effect, p. 68.
d. Identifies and analyzes main ideas, supporting ideas, and supporting details.	TM: Unit 1, Main Idea and Details, p. 24.
e. Follows multi-step instructions to complete or create a simple product.	N/A
Standard 2: ELA6R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines the meaning of unfamiliar words by using word, sentence, and paragraph clues.	TM: In all lessons. See Overview, p. 16, p. 18. During Reading.
b. Uses knowledge of Greek and Latin affixes to understand unfamiliar vocabulary.	TM: In lessons. See Overview, p. 16, p. 18. During Reading
c. Identifies and interprets words with multiple meanings.	TM: In lessons. See Overview, p. 16, p. 18. During Reading
d. Uses reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech of words.	TM: p. 23 Library, (During Reading).

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 3: ELA6R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Strand: Reading Across the Curriculum Standard 1: ELA6RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject discipline. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject area.	
Standard 2: ELA6RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	TM: Unit 1, Main Idea and Details, p. 24.
b. Responds to a variety of texts in multiple modes of discourse.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Relates messages and themes from one subject area to those in another area.	N/A
d. Evaluates the merits of texts in every subject discipline.	N/A
e. Examines the author’s purpose in writing.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	TM: In some lessons. p. 6, p. 7, p. 8, p. 17, p. 47
Standard: 3 ELA6RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	TM: In all lessons. See Overview, p. 16, p. 18. During Reading.
b. Uses content vocabulary in writing and speaking.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. 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>
c. Explores understanding of new words found in subject area texts.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard: 4 ELA6RC4 The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	N/A
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Strand: Writing Standard 1: ELA6W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student	
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Writes texts of a length appropriate to address the topic or tell the story.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	TM: Unit 3, Cause and Effect, p. 68.
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 2: ELA6W2 The student demonstrated competence in a variety of genres.	
The student produces a narrative (fictional, personal) that: a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g. varied beginnings, standard plot line, cohesive devices.)	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).	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>
d. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, movement, gestures, expressions).	TM: Unit 5, Figurative Language, p. 112.
e. Excludes extraneous details and inconsistencies.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Provides a sense of closure appropriate to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that: a. Engages readers by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	TM: Unit 2, Compare and Contrast, p. 46.
b. Establishes a statement as the main idea or topic sentence.	TM: Unit 1, Main Idea and Details, p. 24.
c. Develops a controlling idea that conveys a perspective on the subject.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Develops the topic with supporting details.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Excludes extraneous and inappropriate information.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
g. Follows an organizational pattern appropriate to the type of composition.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
h. Concludes with a detailed summary linked to the purpose of the composition.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces technical writing (friendly letters, thank-you notes, formula poems, instructions). a. Creates or follows an organizing structure appropriate to purpose, audience, and context	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Excludes extraneous and inappropriate information.	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>
c. Follows an organizational pattern appropriate to the type of composition.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Applies rules of Standard English.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces a response to literature that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Demonstrates an understanding of the literary work.	TM: 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.
c. Advances a judgment that is interpretive, analytic, evaluative, or reflective.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Organizes an interpretation around several clear ideas, premises, or images.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Supports a judgment through references to the text.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Provides a sense of closure to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces a multi-paragraph persuasive essay that: a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. States a clear position of a proposition or proposal.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Supports the position with organized and relevant evidence.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Excludes information and arguments that are irrelevant.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Creates an organizing structure appropriate to a specific purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Anticipates and addresses readers' concerns and counter-arguments.	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>
g. Provides a sense of closure to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 3: ELA6W3 The student uses research and technology to support writing. The student	
a. Uses organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate relevant information.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Cites references.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 3: ELA6W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Edits to correct errors in spelling, punctuation, etc.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Conventions	
Standard 1: ELA6C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	
a. Identifies and uses the eight basic parts of speech and demonstrates that words can be different parts of speech within a sentence.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Recognizes basic parts of a sentence (subject, verb, direct object, indirect object, predicate noun, predicate adjective).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Identifies and writes simple, compound, and complex, and compound-complex sentences, avoiding fragments and run-ons.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Demonstrated appropriate comma and semicolon usage (compound and complex sentences, appositives, words in direct address).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Use common spelling rules, applies common spelling patterns, and develops and masters words that are commonly misspelled.	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>
f. Produces final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Listening/Speaking/Viewing Standard 1: ELA6LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Asks relevant questions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Responds to questions with appropriate information.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Confirms understanding by paraphrasing the adult’s directions or suggestions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Displays appropriate turn-taking behaviors.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Actively solicits another person’s comments or opinions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Offers own opinion forcefully without being domineering.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
h. Responds appropriately to comments and questions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
i. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. 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>
j. Gives reasons in support of opinions expressed.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
k. Clarifies, illustrates, or expands on a response when asked to do so.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g. recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution).	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
m. Writes a response to/reflection of interactions with others.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
Standard 2: ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.	
When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Identifies persuasive and propaganda techniques used in media and identifies false and misleading information.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
b. Identifies the tone, mood, and emotion conveyed in the oral communication.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
When delivering or responding to presentations, the student:	
a. Gives oral presentations or dramatic interpretations for various purposes.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Shows appropriate changes in deliver (e.g. gestures, vocabulary, pace, visuals).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Uses language for dramatic effect.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Uses rubrics as assessment tools.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Uses electronic media for presentations.	TM: Opportunities. p. 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
Georgia 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 Georgia 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>
Strand: Reading and Literature Standard 1 ELA7R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Distinguishes between the concepts of theme in a literary work and the author’s purpose in an expository text.	TM: Unit 1, Main Idea and Details, p. 24.
b. Interprets a character’s traits, emotions, or motivations and gives supporting evidence from a text.	TM: Opportunities in some lessons. p. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
c. Relates a literary work to information about its setting or historical moment.	TM: In some lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Analyzes recurring and similar themes across a variety of selections, distinguishing theme from topic.	N/A
e. Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s)	TM: Opportunities in some lessons. p. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
f. Analyzes characterization (dynamic and static) in prose and plays 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	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>g. Explains and analyzes the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature:</p> <ul style="list-style-type: none"> i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme) ii. Figurative language (e.g., simile, metaphor, personification, and hyperbole) iii. Graphics (e.g., capital letters, line length, word position). 	TM: Unit 5, Figurative Language, p. 112.
h. Identifies and analyzes how an author’s use of words creates tone and mood, giving supporting evidence from text.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
i. Identifies and analyzes similarities and differences in traditional literature from different cultures.	N/A
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
<p>a. Analyzes common textual features to obtain information (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography).</p> <p>b. Identifies and uses knowledge of common graphic features to draw conclusions and make judgments (e.g., graphic organizers, diagrams, captions, illustrations).</p>	<p>TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.</p> <p>TM: Opportunities in some lessons. p. 8, p. 24, p. 25, p. 70, p. 101.</p>
<p>c. Applies knowledge of common organizational structures and patterns (i.e., logical order, cause and effect relationships, comparison and contrast, transitions).</p> <p>d. Recognizes and traces the development of the author’s argument for and against an issue.</p>	<p>TM: Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
e. Identifies evidence used to support an argument.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
f. Understands and explains the use of a simple device by following technical directions.	N/A
Standard 2: ELA7R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines the meaning of unfamiliar words using context clues (e.g., contrast, cause and effect, etc.).	TM: In lessons. See Overview, p. 16, p. 18. During Reading. Unit 3, Cause and Effect, p. 68.
b. Uses knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to determine the meaning of unfamiliar words.	TM: In lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
c. Identifies and explains idioms and analogies in prose and poetry.	N/A
d. Determines word meanings through the use of definition, example, restatement, or contrast.	TM: In 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)
Standard 3 ELA7R3 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity, in a way that makes meaning clear to listeners. The student	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Strand: Reading Across the Curriculum Standard 1: ELA7RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
Standard 2: ELA7RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	TM: Unit 1, Main Idea and Details, p. 24.
b. Responds to a variety of texts in multiple modes of discourse.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Relates messages and themes from one subject area to those in another area.	N/A
d. Evaluates the merits of texts in every subject discipline.	N/A
e. Examines the author's purpose in writing.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	TM: In some lessons, p. 8, p. 24, p. 25, p. 70, p. 101.
Standard: 3 ELA7RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	TM: In all lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
b. Uses content vocabulary in writing and speaking.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Explores understanding of new words found in subject area texts.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard: 4 ELA7RC4 The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	N/A
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Strand: Writing	
Standard 1: ELA7W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and provides a satisfying closure. The student	
a. Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Writes texts of a length appropriate to address the topic or tell the story.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	TM: Unit 3, Cause and Effect, p. 68.
d. Uses appropriate structures to ensure coherence (e.g., transition elements).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 2: ELA7W2 The student demonstrates competence in a variety of genres.	
The student produces a narrative (fictional, personal, experiential) that:	

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Develops characters using standard methods of characterization.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, and varied sentence structures).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Excludes extraneous details and inconsistencies. f. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, tone, and mood). g. Provides a sense of closure to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 5, Figurative Language, p. 112. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	TM: Unit 2, Compare and Contrast, p. 46.
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Develops a controlling idea that conveys a perspective on the subject.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Develops the topic with supporting details.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Excludes extraneous and inappropriate information.	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>
f. Follows an organizational pattern appropriate to the type of composition.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Concludes with a detailed summary linked to the purpose of the composition.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
The student produces technical writing (business correspondence: memoranda, emails, letters of inquiry, letters of complaint; instructions and procedures; lab reports; slide presentations)	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Excludes extraneous and inappropriate information.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Follows an organizational pattern appropriate to the type of composition.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Applies rules of Standard English.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
The student produces a response to literature that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Demonstrates an understanding of the literary work.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Organizes an interpretation around several clear ideas, premises, or images from the original work.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Supports a judgment through references to the text and personal knowledge.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Provides a sense of closure to the 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>
The student produces a multi-paragraph persuasive essay that:	TM: Opportunities. p. 15. Text Connections. Unit 6, Recognizing Viewpoint: Persuasion, p. 134. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest. b. States a clear position or perspective in support of a proposition or proposal.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Describes the points in support of the proposition, employing well-articulated, relevant evidence. d. Excludes information and arguments that are irrelevant.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Creates an organizing structure appropriate to a specific purpose, audience, and context. f. Anticipates and addresses readers’ concerns and counter-arguments. g. Provides a sense of closure to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard 3: ELA7W3 The student uses research and technology to support writing. The student	
a. Identifies topics, asks and evaluates questions, and develops ideas leading to inquiry, investigation, and research.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Gives credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Includes researched information in different types of products (e.g., compositions, multimedia presentations, graphic organizers, projects, etc.). d. Documents sources. e. Uses electronic media to locate relevant information.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. 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>
Standard 4: ELA7W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Uses strategies of note taking, outlining, and summarizing to impose structure on composition drafts.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Revises manuscripts to improve the organization and consistency of ideas within and between paragraphs.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Edits writing to improve word choice after checking the precision of the vocabulary.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Conventions Standard 1: ELA7C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	
a. Identifies and writes simple, compound, complex, and compound-complex sentences correctly, punctuating properly, avoiding fragments and run-ons, adding or deleting modifiers, combining or revising sentences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Identifies and writes correctly punctuated adjective and adverb clauses.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Uses standard subject-verb and pronoun-antecedent agreement.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Identifies and uses verb tenses consistently (simple and perfect).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Demonstrates correct usage of comparative and superlative forms of adjectives and adverbs.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, and split dialogue).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Distinguishes differences in meaning and spelling of commonly confused homonyms.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
h. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.	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>
Strand: Listening/Speaking/Viewing Standard 1: ELA7LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Asks relevant questions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Responds to questions with appropriate information.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Confirms understanding by paraphrasing the adult’s directions or suggestions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Displays appropriate turn-taking behaviors	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Actively solicits another person’s comments or opinions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Offers own opinion forcefully without domineering.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
h. Responds appropriately to comments and questions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
i. Volunteers contributions and responds when directly solicited by teacher or discussion leader	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
j. Gives reasons in support of opinions expressed	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. 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>
k. Clarifies, illustrates, or expands on a response when asked to do so	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
l. Employs a group decision-making technique such as brainstorming or a problem-solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, imple	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
m. Develops an outline that highlights the important issues discussed.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
<p>Standard 2: ELA7LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.</p>	
<p>When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:</p>	
a. Analyzes the effect on the viewer of image, text, and sound in electronic journalism.	N/A
b. Identifies the techniques used to achieve the effects studied in each instance.	N/A
<p>When delivering and responding to presentations, the student:</p>	
a. Gives oral presentations or dramatic interpretations for various purposes	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Organizes information to achieve particular purposes and to appeal to the background and interests of the audience.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Shows appropriate changes in delivery (e.g., gestures, vocabulary, pace, visuals).	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>
d. Uses language for dramatic effect.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Uses rubrics as assessment tools.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Responds to oral communications with questions, challenges, or affirmations.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
g. Uses multimedia in presentations.	TM: Opportunities. p. 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
Georgia 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 Georgia 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>
Strand: Reading and Literature Standard 1 ELA8R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:	
a. Identifies the difference between the concepts of theme in a literary work and author’s purpose in an expository text.	N/A
b. Compares and contrasts genre characteristics from two or more selections of literature.	N/A
c. Analyzes a character’s traits, emotions, or motivations and gives supporting evidence from the text(s).	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.
d. Compares and contrasts motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.	N/A
e. Evaluates recurring or similar themes across a variety of selections, distinguishing theme from topic.	N/A
f. Evaluates the structural elements of the plot (e.g., subplots, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved.	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.
g. Analyzes and evaluates the effects of sound, form, figurative language, and graphics in order to uncover meaning in literature: <ul style="list-style-type: none"> i. Sound (e.g., alliteration, onomatopoeia, internal rhyme, rhyme scheme, meter) ii. Figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, imagery). 	TM: Unit 4, Literary Devices, p. 90.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
h. Analyzes and evaluates how an author’s use of words creates tone and mood and provides supporting details from text.	TM: Unit 4, Literary Devices, p. 90. Unit 5: Recognizing Viewpoint: Author’s Perspective, p. 112.
For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:	
a. Analyzes and evaluates common textual features (e.g., paragraphs, topic sentences, concluding sentences, introduction, conclusion, footnotes, index, bibliography)	TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.
b. Applies, analyzes, and evaluates common organizational structures (e.g., graphic organizers, logical order, cause and effect relationships, comparison and contrast).	TM: Unit 1, Compare and Contrast, p. 24. Unit 2, Cause and Effect, p. 46.
c. Recognizes and traces the development of an author’s argument, point of view, or perspective in text.	Unit 5: Recognizing Viewpoint: Author’s Perspective, p. 112.
d. Understands and explains the use of a complex mechanical device by following technical directions.	N/A
e. Uses information from a variety of consumer, workplace, and public documents (e.g., job applications) to explain a situation or decision and to solve a problem.	N/A
Standard 2: ELA8R2 The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student	
a. Determines pronunciations, meanings, alternate word choices, parts of speech, or etymologies of words.	TM: TM: In all lessons. See Overview, p. 16, p. 18. During Reading.
b. Determines the meaning of unfamiliar words in content and context specific to reading and writing.	TM: TM: In 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)
c. Demonstrates an initial understanding of the history of the English Language.	TM: TM: In lessons. See Overview, p. 16, p. 18. During Reading.
Standard 3 ELA8R3. The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres, in a way that makes meaning clear to listeners. The student	
a. Uses letter-sound knowledge to decode written English and uses a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).	TM: All lessons. See Overview, p. 16, p. 19. After Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 4: ELA8R4 The student acquires knowledge of Georgia authors and significant text created by them. The student	
a. Identifies a variety of Georgia authors both male and female.	N/A
b. Identifies authors' connections to Georgia through a variety of materials including electronic media.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Identifies award winning Georgia authors.	N/A
d. Examines texts from different genres (e.g. picture books, poetry, short stories, novels, essays, informational writing, and dramatic literature) created by Georgia authors.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Relates literary works created by Georgia authors to historical settings and or events.	N/A
f. Explains how Georgia is reflected in a literary work through setting, characterization, historical context, or current events.	N/A
g. Evaluates recurring or similar themes across a variety of selections written by Georgia authors, distinguishing theme from topic.	N/A
Strand: Reading Across the Curriculum Standard 1: ELA8RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.	
Standard 2: ELA8RC2 The student participates in discussions related to curricular learning in all subject areas. The student	
a. Identifies messages and themes from books in all subject areas.	TM: In lessons. See Overview, p. 16, p. 19. After Reading.
b. Responds to a variety of texts in multiple modes of discourse.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Relates messages and themes from one subject area to those in another subject area.	N/A
d. Evaluates the merits of texts in every subject discipline.	N/A
e. Examines the author's purpose in writing.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
f. Recognizes and uses the features of disciplinary texts (e.g., charts, graphs, photos, maps, highlighted vocabulary).	TM: In some lessons. p. 79, p. 97, p. 101, p. 103.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard: 3 ELA8RC3 The student acquires new vocabulary in each content area and uses it correctly. The student	
a. Demonstrates an understanding of contextual vocabulary in various subjects.	TM: In all lessons. See Overview, p. 16, p. 18. During Reading.
b. Uses content vocabulary in writing and speaking.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Explores understanding of new words found in subject area texts.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard: 4 ELA8RC4 The student establishes a context for information acquired by reading across subject areas. The student	
a. Explores life experiences related to subject area content	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
b. Discusses in both writing and speaking how certain words and concepts relate to multiple subjects.	N/A
c. Determines strategies for finding content and contextual meaning for unfamiliar words or concepts	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Strand: Writing	
Standard 1: ELA8W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student	
a. Selects a focus, organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Writes texts of a length appropriate to address the topic or tell the story.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	TM: Unit 2, Cause and Effect, p. 46.
d. Uses appropriate structures to ensure coherence (e.g., transition elements, parallel structure).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.	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>
Standard 2: ELA8W2. The student demonstrates competence in a variety of genres.	
The student produces a narrative (fictional, personal, experiential) that:	
a. Engages readers by establishing and developing a plot, setting, and point of view that are appropriate to the story (e.g., varied beginnings, standard plot line, cohesive devices, and a sharpened focus).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Relates a clear, coherent incident, event, or situation by using well-chosen details.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Reveals the significance of the writer’s attitude about the subject.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
e. Develops complex major and minor characters using standard methods of characterization. f. Includes sensory details and concrete language to develop plot, setting, and character (e.g., vivid verbs, descriptive adjectives, varied sentence structures, and specific narrative action).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
g. Excludes extraneous and inappropriate information h. Uses a range of strategies (e.g., suspense, figurative language, dialogue, expanded vocabulary, flashback, movement, gestures, expressions, foreshadowing, tone, and mood).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 4, Literary Devices, p. 90.
i. Provides a sense of closure appropriate to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces writing (multi-paragraph expository composition such as description, explanation, comparison and contrast, or problem and solution) that:	TM: Unit 1, Compare and Contrast, p. 24.
a. Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	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>
b. Develops a controlling idea that conveys a perspective on the subject.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Creates an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Develops the topic with supporting details.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Excludes extraneous and inappropriate information	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Follows an organizational pattern appropriate to the type of composition	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Concludes with a detailed summary linked to the purpose of the composition	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
The student produces technical writing (business correspondence: letters of application and letters of recommendation, résumés, abstracts, user guides or manuals, web pages) a. Creates or follows an organizing structure appropriate to purpose, audience, and context.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Excludes extraneous and inappropriate information.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Follows an organizational pattern appropriate to the type of composition.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Applies rules of Standard English.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
The student produces a response to literature that:	
a. Engages the reader by establishing a context, creating a speaker’s voice, or otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Demonstrates an understanding of the literary work.	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>
c. Supports a judgment through references to the text and personal knowledge.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Justifies interpretations through sustained use of examples and textual evidence from the literary work.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Supports a judgment through references to the text, references to other works, authors, or non-print media, or references to personal knowledge.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Produces a judgment that is interpretive, analytic, evaluative, or reflective (orally, graphically, in writing).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
g. Anticipates and answers a reader’s questions.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
h. Provides a sense of closure to the writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
The student produces a multi-paragraph persuasive essay that:	
Engages the reader by establishing a context, creating a speaker’s voice, and otherwise developing reader interest.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
b. States a clear position or perspective in support of a proposition or proposal.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
c. Creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, and examples.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
d. Includes appropriate relevant information and arguments.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
e. Excludes information and arguments that are irrelevant.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
f. Provides details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments.	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>g. Supports arguments with detailed evidence, citing sources of information as appropriate.</p> <p>h. Anticipates and addresses reader concerns and counter-arguments.</p> <p>i. Provides a sense of closure to the writing.</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>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
The student produces a piece of writing drawn from research that:	
<p>a. Poses relevant and tightly drawn questions about the topic.</p> <p>b. Engages the reader by establishing a context.</p> <p>c. Conveys clear and accurate perspectives on the subject.</p> <p>d. States a thesis.</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>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>e. Records important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate.</p> <p>f. Uses a variety of primary and secondary sources and distinguishes the nature and value of each.</p> <p>g. Organizes and displays information on charts, maps, and graphs.</p> <p>h. Provides a sense of closure to the writing.</p> <p>i. Documents resources (bibliography, footnotes, endnotes, etc.).</p>	<p>TM: In lessons. See Overview, p. 16, p. 19. After Reading. 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>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>TM: Opportunities. p. 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>
Standard 3: ELA8W3 The student uses research and technology to support writing. The student	
a. Plans and conducts 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.
b. Achieves 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.
c. Avoids plagiarism	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 4: ELA8W4 The student consistently uses the writing process to develop, revise, and evaluate writing. The student	
a. Plans and drafts independently and resourcefully.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Revises writing for 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.
c. Edits writing to improve word choice, grammar, punctuation, etc.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Conventions	
Standard 1: ELA8C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student	
a. Declines pronouns by gender and case, and demonstrates correct usage in sentences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Analyzes and uses simple, compound, complex, and compound-complex sentences correctly, punctuates properly, and avoids fragments and run-ons.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Revises sentences by correcting misplaced and dangling modifiers.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Revises sentences by correcting errors in usage.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Demonstrates appropriate comma and semicolon usage (compound, complex, and compound-complex sentences, split dialogue, and for clarity).	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>
f. Analyzes the structure of a sentence (basic sentence parts, noun-adjective-adverb clauses and phrases).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Produces final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation and capitalization.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Listening/Speaking/Viewing Standard 1: ELA8LSV1 The student participates in student-to-teacher, student-to-student, and group verbal interactions. The student	
a. Initiates new topics in addition to responding to adult-initiated topics	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Asks relevant questions.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
c. Responds to questions with appropriate information.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
d. Confirms understanding by paraphrasing the adult’s directions or suggestions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
e. Displays appropriate turn-taking behaviors.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
f. Actively solicits another person’s comments or opinions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
g. Offers own opinion forcefully without domineering.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
h. Responds appropriately to comments and questions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. 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. Volunteers contributions and responds when directly solicited by teacher or discussion leader.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
j. Gives reasons in support of opinions expressed.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
k. Clarifies, illustrates, or expands on a response when asked to do so	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
l. Employs a group decision-making technique such as brainstorming or a problem- solving sequence (e.g., recognizes problem, defines problem, identifies possible solutions, selects optimal solution, implements solution, evaluates solution)	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
m. Develops a plan of action or agenda for written and/or verbal follow-up	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
Standard 2: ELA8LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.	
When responding to visual and oral texts and media (e.g., television, radio, film productions, and electronic media), the student:	
a. Interprets and evaluates the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.	N/A
b. Analyzes oral communication by paraphrasing a speaker’s purpose and point of view, and asks relevant questions concerning the speaker’s content, delivery, and purpose.	N/A
When delivering and responding to presentations, the student:	
a. Gives oral presentations or dramatic interpretations for various purposes.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
b. Organizes information (e.g., message, vocabulary) to achieve particular purposes and to appeal to the background and interests of the audience.	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>c. Shows appropriate changes in delivery (e.g., gestures, expression, tone, pace, visuals).</p> <p>d. Uses 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>e. Uses rubrics as assessment tools.</p> <p>f. Responds to oral communications with questions, challenges, or affirmations.</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>g. Uses multimedia for presentations.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>