

# MCI Comprehension



Correlated to the:

**Illinois**

State English Language Arts Expectations  
6–8

PRODUCTS BY



***Making Connections Intervention – Aqua Level***  
**Correlated to the**  
**Illinois 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 Illinois Learning 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
<b>Strand: Read with understanding and fluency.</b> <b>Concept 1</b> <b>Apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>1. A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>1. A.3b</b> Analyze the meaning of words and phrases in their context.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>Concept 2</b> <b>Apply reading strategies to improve understanding and fluency.</b>	
<b>1. B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1. B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1. B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<b>1. B.3d</b> Read age-appropriate material with fluency and accuracy.	TM: All lessons. See Overview. p. 16, p. 19. After Reading.
<b>Concept 3</b> <b>Comprehend a broad range of reading materials.</b>	
<b>1. C.3a</b> Use information to form, explain and support questions and predictions.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>1. C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>1. C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	TM: Unit 2, Compare and Contrast, p. 46.
<b>1. C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
<b>1. C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	N/A
<b>1. C.3f</b> Interpret tables that display textual information and data in visual formats.	TM: Opportunities in some lessons. p.6, p. 7, p. 8, p. 17 p. 47.
<b>Strand: Read and understand literature representative of various societies, eras, and ideas.</b> <b>Concept 1</b> <b>Understand how literacy elements and techniques are used to convey meaning.</b>	
<b>2. A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	TM: Unit 5, Figurative Language, p. 112.
<b>2. A.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
<b>2. A.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, and science fiction).	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
<b>2. A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
<b>Concept 2</b> <b>Read and interpret a variety of literary works.</b>	
<b>2. B.3a</b> Respond to literary material from personal, creative and critical points of view.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>2. B.3b</b> Compare and contrast common literary themes across various societies and eras.	N/A
<b>2. B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. 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>Strand: Write to communicate for a variety of purposes.</b> <b>Concept 1</b> <b>Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<b>3. A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 2</b> <b>Compose well-organized and coherent writing for specific purposes and audiences.</b>	
<b>3. B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3. B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 3</b> <b>Communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3. C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Listen and speak effectively in a variety of situations.</b> <b>Concept 1</b> <b>Listen and speak effectively in a variety of situations.</b>	
<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	TM: All 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.
<b>4.A.3b</b> Compare a speaker’s verbal and nonverbal messages.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.A.3c</b> Restate and carry out multistep oral instructions.	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. 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.
<b>Concept 2</b> <b>Speak effectively using language appropriate to the situation and audience.</b>	
<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	TM: Opportunities, p. 15. Text Connections. Unit 1, Main Idea and Details, p. 24. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strand: Use the language arts to acquire, assess and communicate information.</b> <b>Concept 1</b> <b>Locate, organize, and use information from various sources to answer questions.</b>	
<b>5.A.3a</b> Identify appropriate resources to solve problems or answer questions through research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>5.A.3b</b> Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources	N/A
<b>Concept 2</b> <b>Analyze and evaluate information acquired from various sources.</b>	
<b>5.B.3a</b> Choose and analyze information sources for individual, academic and functional purposes.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>5.B.3b</b> Identify, evaluate and cite primary sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Concept 3</b> <b>Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<b>5. C.3a</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>5. C.3b</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5. C.3c</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	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**  
**Illinois 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 Illinois Learning 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
<b>Strand: Read with understanding and fluency.</b> <b>Concept 1</b> <b>Apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>1.A.3b</b> Analyze the meaning of words and phrases in their context.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>Concept 2</b> <b>Apply reading strategies to improve understanding and fluency.</b>	
<b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1.B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.	TM: All lessons. See Overview. p. 16, p. 19. After Reading.
<b>Concept 3</b> <b>Comprehend a broad range of reading materials.</b>	
<b>1.C.3a</b> Use information to form, explain and support questions and predictions.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	TM: Unit 2, Compare and Contrast, p. 46.
<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
<b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	N/A
<b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.	TM: Opportunities in some lessons. p. 8, p. 24, p. 25, p. 70, p. 101.
<b>Strand: Read and understand literature representative of various societies, eras, and ideas.</b> <b>Concept 1</b> <b>Understand how literacy elements and techniques are used to convey meaning.</b>	
<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	TM: Unit 5, Figurative Language, p. 112.
<b>2.A.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	TM: In some lessons. . 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
<b>2.A.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
<b>2.A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
<b>Concept 2</b> <b>Read and interpret a variety of literary works.</b>	
<b>2.B.3a</b> Respond to literary material from personal, creative and critical points of view.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>2.B.3b</b> Compare and contrast common literary themes across various societies and eras.	N/A
<b>2.B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	TM: In some lessons. . 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. 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>Strand: Write to communicate for a variety of purposes.</b> <b>Concept 1</b> <b>Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<b>3.A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 2</b> <b>Compose well-organized and coherent writing for specific purposes and audiences.</b>	
<b>3.B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3.B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 3</b> <b>Communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Listen and speak effectively in a variety of situations.</b> <b>Concept 1</b> <b>Listen and speak effectively in a variety of situations.</b>	
<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	TM: All 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.
<b>4.A.3b</b> Compare a speaker’s verbal and nonverbal messages.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.A.3c</b> Restate and carry out multistep oral instructions.	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. 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.
<b>Concept 2</b> <b>Speak effectively using language appropriate to the situation and audience.</b>	
<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	TM: Opportunities, p. 15. Text Connections. Unit 1, Main Idea and Details, p. 24. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Use the language arts to acquire, assess and communicate information.</b> <b>Concept 1</b> <b>Locate, organize, and use information from various sources to answer questions.</b>	
<b>5.A.3a</b> Identify appropriate resources to solve problems or answer questions through research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.A.3b</b> Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources	N/A
<b>Concept 2</b> <b>Analyze and evaluate information acquired from various sources.</b>	
<b>5.B.3a</b> Choose and analyze information sources for individual, academic and functional purposes.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.B.3b</b> Identify, evaluate and cite primary sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Concept 3</b> <b>Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<b>5.C.3a</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.C.3b</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.C.3c</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	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**  
**Illinois 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 Illinois Learning 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
<b>Strand: Read with understanding and fluency.</b> <b>Concept 1</b> <b>Apply word analysis and vocabulary skills to comprehend selections.</b>	
<b>1.A.3a</b> Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>1.A.3b</b> Analyze the meaning of words and phrases in their context.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<b>Concept 2</b> <b>Apply reading strategies to improve understanding and fluency.</b>	
<b>1.B.3a</b> Preview reading materials, make predictions and relate reading to information from other sources.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1.B.3b</b> Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>1.B.3c</b> Continuously check and clarify for understanding (e.g., <i>in addition to previous skills</i> , draw comparisons to other readings).	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<b>1.B.3d</b> Read age-appropriate material with fluency and accuracy.	TM: All lessons. See Overview. p. 16, p. 19. After Reading.
<b>Concept 3</b> <b>Comprehend a broad range of reading materials.</b>	
<b>1.C.3a</b> Use information to form, explain and support questions and predictions.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During 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><b>Making Connections Intervention Component</b></i>
<b>1.C.3b</b> Interpret and analyze entire narrative text using story elements, point of view and theme.	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.
<b>1.C.3c</b> Compare, contrast and evaluate ideas and information from various sources and genres.	TM: Unit 1, Compare and Contrast, p. 24.
<b>1.C.3d</b> Summarize and make generalizations from content and relate them to the purpose of the material.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
<b>1.C.3e</b> Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).	N/A
<b>1.C.3f</b> Interpret tables that display textual information and data in visual formats.	TM: Opportunities in some lessons. p. 79, p. 97, p. 101, p.103,
<b>Strand: Read and understand literature representative of various societies, eras, and ideas.</b> <b>Concept 1</b> <b>Understand how literacy elements and techniques are used to convey meaning.</b>	
<b>2.A.3a</b> Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.	TM: Unit 4, Literary Device, p. 90.
<b>2.A.3b</b> Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature.	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.
<b>2.A.3c</b> Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
<b>2.A.3d</b> Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
<b>Concept 2</b> <b>Read and interpret a variety of literary works.</b>	
<b>2.B.3a</b> Respond to literary material from personal, creative and critical points of view.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>2.B.3b</b> Compare and contrast common literary themes across various societies and eras.	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>2.B.3c</b> Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.	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. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Write to communicate for a variety of purposes.</b> <b>Concept 1</b> <b>Use correct grammar, spelling, punctuation, capitalization and structure.</b>	
<b>3.A.3</b> Write compositions that contain complete sentences and effective paragraphs using English conventions.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 2</b> <b>Compose well-organized and coherent writing for specific purposes and audiences.</b>	
<b>3.B.3a</b> Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3.B.3b</b> Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Concept 3</b> <b>Communicate ideas in writing to accomplish a variety of purposes.</b>	
<b>3.C.3a</b> Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i> , literature reviews, instructions, news articles, correspondence) for a specified audience	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>3.C.3b</b> Using available technology, produce compositions and multimedia works for specified audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Listen and speak effectively in a variety of situations.</b> <b>Concept 1</b> <b>Listen and speak effectively in a variety of situations.</b>	
<b>4.A.3a</b> Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.	TM: All 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.
<b>4.A.3b</b> Compare a speaker's verbal and nonverbal messages.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>4.A.3c</b> Restate and carry out multistep oral instructions.	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
<b>4.A.3d</b> Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. 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.
<b>Concept 2</b> <b>Speak effectively using language appropriate to the situation and audience.</b>	
<b>4.B.3a</b> Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3b</b> Design and produce reports and multi-media compositions that represent group projects.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3c</b> Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>4.B.3d</b> Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Use the language arts to acquire, assess and communicate information.</b> <b>Concept 1</b> <b>Locate, organize, and use information from various sources to answer questions.</b>	
<b>5.A.3a</b> Identify appropriate resources to solve problems or answer questions through research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.A.3b</b> Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources	N/A
<b>Concept 2</b> <b>Analyze and evaluate information acquired from various sources.</b>	
<b>5.B.3a</b> Choose and analyze information sources for individual, academic and functional purposes.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.B.3b</b> Identify, evaluate and cite primary sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Concept 3</b> <b>Apply acquired information, concepts and ideas to communicate in a variety of formats.</b>	
<b>5.C.3a</b> Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.C.3b</b> Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>5.C.3c</b> Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.