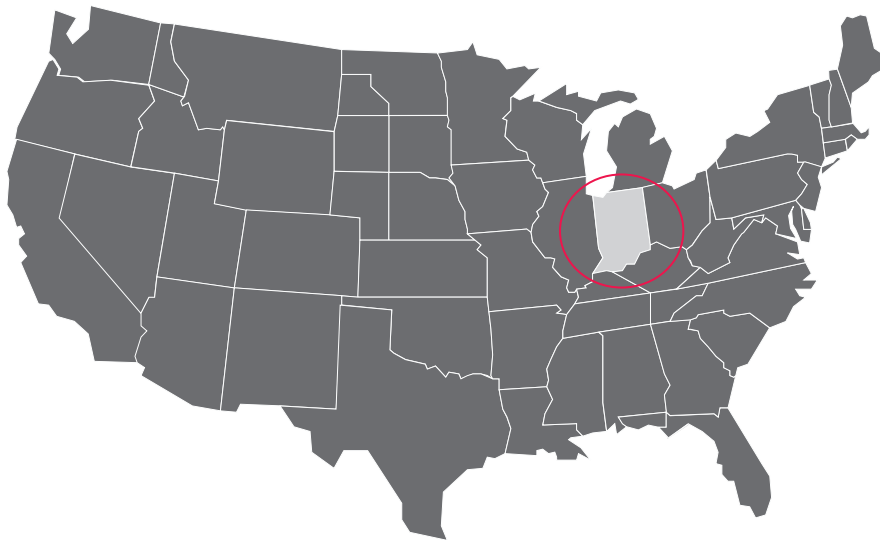


MCI Comprehension



Correlated to the:

Indiana

State English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Indiana 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 Indiana 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</i> Component
Standard 1: Vocabulary and Concept Development Use knowledge of word and context clues to determine the meaning of words in informational and literary texts. Compare and contrast the meanings of closely related words.	
6.1.2 Vocabulary and Concept Development: Identify and interpret figurative language (including similes, comparisons that use like or as, and metaphors, implied comparisons) and words with multiple meanings.	TM: Unit 2, Compare and Contrast, p. 46. Unit 5, Figurative Language, p. 112.
6.1.4 Understand unknown words in informational texts by using word, sentence, and paragraph clues to determine meaning.	TM: In lessons. See Overview, p. 16, p. 18 During Reading.
6.1.5 Understand and explain slight differences in meaning in related words.	TM: In lessons. See Overview, p. 16, p. 18 During Reading.
Standard 2: Informational Text Structure, Comprehension, and Analysis Compare and contrast the organization and structural features of different types of informational text, including media and online sources. Identify main points and supporting evidence in outlines, summaries and reports that follow a clear organizational pattern.	
6.2.1 Structural Features of Informational and Technical Materials: Identify the structural features of popular media (newspapers, magazines, online information) and use the features to obtain information.	TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102.
6.2.2 Analyze text that uses a compare-and-contrast organizational pattern.	TM: Unit 2, Compare and Contrast, p. 46.
6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6.2.7 Make reasonable statements and conclusions about a text, supporting them with evidence from the text.	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>6.4.3 Write informational pieces of several paragraphs that:</p> <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6.4.6 Use organizational features of electronic text (on computers), such as bulletin boards, databases, keyword searches, and e-mail addresses, to locate information.</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>Standard 3: Literary Text: Comprehension and Analysis</p> <p>Analyze how word choice and figurative language create tone and meaning in literary texts, using evidence from the text to support conclusions. Describe types and purposes of literary devices, find examples of each in texts, and interpret them within their contexts.</p>	
<p>6.3.3 Analyze the influence of the setting on the problem and its resolution.</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p>
<p>6.3.4 Define how tone or meaning are conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, alliteration (repetition of sounds, such as <i>wild and woolly</i> or <i>threatening throngs</i>), and rhyme.</p>	<p>TM: Unit 5, Figurative Language, p. 112.</p>
<p>6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p>
<p>6.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional and nonfictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader’s mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	<p>TM: Unit 5, Figurative Language, p. 112.</p>
<p>1.1.9 Identify the main problem or conflict of the plot and explain how it is resolved</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p align="center">Standard 4: Writing: Informational, Research and Persuasive Texts</p> <p align="center">Use a variety of strategies to develop ideas for topic sentences for research and determine the purpose, audience and appropriate organization for each piece of writing. Use reading and note-taking skills to find and summarize relevant information from sources to be interpreted and/or cited. Include a topic sentence and multiple paragraphs with supporting evidence leading to logical conclusions. Revise writing to improve clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.</p>	
6.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Connect and clarify main ideas by identifying their relationships to multiple sources and related topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.2.4 Clarify an understanding of texts by creating outlines, notes, diagrams, summaries, or reports	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.2 Choose the form of writing that best suits the intended purpose	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.3 Write informational pieces of several paragraphs that: <ul style="list-style-type: none"> • engage the interest of the reader. • state a clear purpose. • develop the topic with supporting details and precise language. • conclude with a detailed summary linked to the purpose of the composition. 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.4 Use a variety of effective organizational patterns, including comparison and contrast, organization by categories, and arrangement by order of importance or climactic order.	TM: Unit 2, Compare and Contrast, p. 46.
6.4.5 Research Process and Technology: Use note-taking skills when completing research for writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.8 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>6.4.10 Revise writing to improve the organization and consistency of ideas within and between paragraphs</p> <p>6.5.2 Write descriptions, explanations, comparison and contrast papers, and problem and solution essays that:</p> <ul style="list-style-type: none"> • state the thesis (position on the topic) or purpose. • explain the situation. • organize the composition clearly. • offer evidence to support arguments and conclusions. 	<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. Unit 2, Compare and Contrast, p. 46. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited) 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.5.4 Write responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the interpretation around several clear ideas. • support statements with evidence from the text. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.5.5 Write persuasive compositions that:</p> <ul style="list-style-type: none"> • state a clear position on a proposition or proposal. • support the position with organized and relevant evidence and effective emotional appeals. • anticipate and address reader concerns and counterarguments 	<p>N/A</p>
<p>6.5.6 Use varied word choices to make writing interesting.</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>
6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.5.8 Write summaries that contain the main ideas of the reading selection and the most significant details	TM: Opportunities 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>Standard 5: Writing Literary Text</p> <p>Use graphic organizers and a list or notebook of ideas to plan writing. Choose a literary form (e.g., story, poem) that best suits the purpose. Include a developed plot or main idea, sensory details, varied word choices, and character development. Revise writing for clarity, organization and meaning. Proofread and edit writing.</p>	
6.3.1 Structural Features of Literature: Identify different types (genres) of fiction and describe the major characteristics of each form.	TM: Opportunities in some lesson. See Overview, p. 16, p. 17. Before Reading. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
1.1.8 Literary Criticism: Critique the believability of characters and the degree to which a plot is believable or realistic	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
6.3.9 Identify the main problem or conflict of the plot and explain how it is resolved.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
6.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.2 Choose the form of writing that best suits the intended purpose	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.8 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors	N/A
6.4.10 Revise writing 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.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>6.5.1 Write narratives that:</p> <ul style="list-style-type: none"> • establish and develop a plot and setting and present a point of view that is appropriate to the stories. • include sensory details and clear language to develop plot and character. • use a range of narrative devices, such as dialogue or suspense 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.5.6 Use varied word choices to make writing interesting</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>6.5.7 Write for different purposes (information, persuasion, description) and to a specific audience or person, adjusting tone and style as necessary.</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>Standard 6: English Language Conventions</p> <p>Write sentences that show clear relationships between main and supporting ideas. Check and edit parts of sentences for correct subject/verb agreement with indefinite pronouns (e.g., each, all).</p>	
<p>6.6.1 Sentence Structure: Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.</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>6.6.6 Identify and correctly use prepositional phrases (<i>for school</i> or <i>In the beginning</i>), appositives (<i>We played the Cougars, the team from Newport</i>), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).</p> <ul style="list-style-type: none"> • <u>We began our canoe trip on the White River</u> (prepositional phrase) <u>when it stopped raining</u> (subordinate clause). • <u>Famous for their first flight at Kitty Hawk</u> (appositive), the Wright brothers are legendary in aviation (main clause). 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6.6.2 Grammar: Identify and properly use indefinite pronouns (<i>all, another, both, each, either, few, many, none, one, other, several, some</i>), present perfect (<i>have been, has been</i>), past perfect (<i>had been</i>), and future perfect verb tenses (<i>shall have been</i>); ensure that verbs agree with compound subjects.</p> <ul style="list-style-type: none"> • Indefinite pronouns: <u>Each</u> should do his or her work. • Indefinite pronouns: <u>Many</u> were absent today. • Correct verb agreement: Todd and Amanda <u>were</u> chosen to star in the play. • Incorrect verb agreement: Todd and Amanda <u>was</u> chosen to star in the play. 	<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>
<p>Standard 7: Listening and Speaking</p> <p>Deliver oral presentations that are logically organized, provide context and relevant details, and include strategies, such as visual and media displays, to engage listeners. Identify persuasive techniques used within speeches and presentations.</p> <p>Analyze how these techniques, along with language choices and physical cues, affect the tone and meaning of a presentation.</p>	
<p>7.1 Comprehension: Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).</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>6.7.2 Identify the tone, mood, and emotion conveyed in the oral communication</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>6.7.4 Organization and Delivery of Oral Communication: Select a focus, an organizational structure, and a point of view, matching the purpose, message, and vocal modulation (changes in tone) to the audience.</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>6.7.5 Emphasize important points to assist the listener in following the main ideas and concepts</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>6.7.7 Use effective timing, volume, tone, and alignment of hand and body gestures to sustain audience interest and attention.</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>6.7.8 Analysis and Evaluation of Oral and Media Communications: Analyze the use of rhetorical devices, including rhythm and timing of speech, repetitive patterns, and the use of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i>), for intent and effect.</p>	<p>N/A</p>
<p>1.1.9 Identify persuasive and propaganda techniques (such as the use of words or images that appeal to emotions or an unsupported premise) used in electronic media (television, radio, online sources) and identify false and misleading information</p>	<p>N/A</p>
<p>6.7.16 Identify powerful techniques used to influence readers or viewers and evaluate evidence used to support these techniques</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>6.7.10 Speaking Applications: Deliver narrative presentations that:</p> <ul style="list-style-type: none"> • establish a context, plot, and point of view. • include sensory details and specific language to develop the plot and character. • use a range of narrative (story) devices, including dialogue, tension, or suspense 	<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>
<p>6.7.11 Deliver informative presentations that:</p> <ul style="list-style-type: none"> • pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. • develop the topic with facts, details, examples, and explanations from multiple authoritative sources, including speakers, periodicals, and online information. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>1.1.12 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • develop an interpretation that shows careful reading, understanding, and insight. • organize the presentation around several clear ideas, premises, or images. • develop and justify the interpretation through the use of examples from the text 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6.7.13 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • provide a clear statement of the position. • include relevant evidence. • offer a logical sequence of information. • engage the listener and try to gain acceptance of the proposition or proposal 	<p>N/A</p>
<p>1.1.14 Deliver presentations on problems and solutions that:</p> <ul style="list-style-type: none"> • theorize on the causes and effects of each problem. • establish connections between the defined problem and at least one solution. • offer persuasive evidence to support the definition of the problem and the proposed solutions 	<p>TM: Opportunities. p. 15. Text Connections. Unit 3, Cause and Effect, p. 68. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

Making Connections Intervention – Gold Level
Correlated to the
Indiana 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 Indiana 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</i> Component
Standard 1: Vocabulary and Concept Development Identify and use a variety of types of context clues (e.g., restatement, definition) to determine the meanings of words within particular texts. Use knowledge of Greek, Latin and Anglo-Saxon roots and word parts to understand subject-area vocabulary	
7.1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to understand subject-area vocabulary (science, social studies, and mathematics).	TM: In lessons. See Overview, p. 16, p. 18 During Reading.
7.1.3 Clarify word meanings through the use of definition, example, restatement, or through the use of contrast stated in the text	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 2: Informational Text Structure, Comprehension, and Analysis Compare and contrast the purposes and features of different types of informational texts. Identify and use the most complete, accurate and appropriate sources for particular purposes. Identify, chart and explain cause/effect connections, including those that are not explicitly stated within the text.	
7.2.1 Structural Features of Informational and Technical Materials: Understand and analyze the differences in structure and purpose between various categories of informational materials (such as textbooks, newspapers, and instructional or technical manuals)	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.
7.2.2 Locate information by using a variety of consumer and public documents	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7.2.3 Analyze text that uses the cause-and-effect organizational pattern.	TM: Unit 3, Cause and Effect, p. 68.
7.2.4 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Identify and trace the development of an author’s argument, point of view, or perspective in text	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>
7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7.2.9 Identify problems with an author's figures of speech and faulty logic or reasoning.	N/A
<p>Standard 3: Literary Text: Comprehension and Analysis</p> <p>Analyze and describe the connection of setting, narrative voice, language, mood, and tone to the plot and meaning of literary works of different lengths (e.g., short story, essay, novella, novel) within American, British, and world literature. Compare reviews of literary works, identifying the main points of each.</p>	
7.3.1 Structural Features of Literature: Discuss the purposes and characteristics of different forms of written text, such as the short story, the novel, the novella, and the essay	TM: Opportunities in some lessons. See Overview p. 16, p. 17. Before Reading. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
7.3.2 Analysis of Grade-Level-Appropriate Literary Text: Identify events that advance the plot and determine how each event explains past or present action or foreshadows (provides clues to) future action	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
7.3.3 Analyze characterization as shown through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
7.3.4 Identify and analyze themes - such as bravery, loyalty, friendship, and loneliness;- which appear in many different works.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
7.3.5 Contrast points of view - such as first person, third person, limited and omniscient, and subjective and objective - in a literary text and explain how they affect the overall theme of the work. <ul style="list-style-type: none"> • First person: the narrator tells the story from the "I" perspective. • Third person: the narrator tells the story from an outside perspective. • Limited narration: the narrator does not know all thoughts of all characters. • Omniscient narration: the narrator knows all thoughts of all characters. • Subjective: the point of view involves a personal perspective. • Objective: the point of view is from a distanced, informational perspective, as in a news report 	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. 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>7.3.7 Explain the effects of common literary devices, such as symbolism, imagery, or metaphor, in a variety of fictional texts.</p> <ul style="list-style-type: none"> • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Imagery: the use of language to create vivid pictures in the reader’s mind. • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. 	TM: Unit 5, Figurative Language, p. 112.
7.3.8 Analyze the influence of the setting on the problem and its resolution.	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
7.3.6 Literary Criticism: Compare reviews of literary works and determine what influenced the reviewer	N/A
<p>Standard 4: Writing: Informational, Research and Persuasive Texts</p> <p>Use a variety of strategies to develop topic sentences. Determine the purpose, audience and organization for the piece of writing. Use reading and note-taking skills to find and summarize relevant information from sources selected for accuracy, appropriateness and reliability. Write pieces with a well-defined thesis and a variety of types of supporting evidence leading to logical conclusions. Revise writing to improve clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.</p>	
7.2.4 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Identify and trace the development of an author’s argument, point of view, or perspective in text	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7.2.7 Draw conclusions and make reasonable statements about a text, supporting the conclusions and statements with evidence from the text.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.1.8 Identify methods (such as repetition of words, biased or incomplete evidence) an author uses to persuade the reader.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7.2.6 Expository (Informational) Critique: Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims and assertions, noting instances of bias and stereotyping	N/A
7.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7.4.3 Support all statements and claims with anecdotes (first-person accounts), 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.
7.4.4 Use 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.
1.1.5 Research Process and Technology: Identify topics; ask and evaluate questions; and develop 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.
7.4.6 Give credit for both quoted and paraphrased information in a bibliography by using a consistent format for citations and understand the issues around copyright and plagiarism.	N/A
7.4.8 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors	N/A
7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and 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.
7.5.2 Write responses to literature that: <ul style="list-style-type: none"> • develop interpretations that show careful reading, understanding, and insight. • organize interpretations around several clear ideas, premises, or images from the literary work. • support statements with evidence from the text. 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.5.5 Write summaries of reading materials that: <ul style="list-style-type: none"> • include the main ideas and most significant details. • use the student’s own words, except for quotations. • reflect underlying meaning, not just the superficial details. 	TM: Opportunities 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.
7.5.6 Use varied word choices to make writing interesting and more precise	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.	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>7.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited) 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Standard 5: Writing Literary Text</p> <p>Use graphic organizers, a list or notebook of ideas, and various strategies to plan writing. Write biographical and literary texts that contain conflicts and resolutions, major and minor characters, meaningful settings, and/or expressive language. Display a command of basic narrative strategies (e.g., timing, dialogue, detailed description) to advance the plot and develop characters. Review, revise and edit writing.</p>	
<p>7.3.3 Analyze characterization as shown through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p>	<p>TM: Opportunities in some lessons. . p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.</p>
<p>7.3.9 Analyze the relevance of setting (places, times, customs) to mood, tone, and meaning of text.</p>	<p>TM: Opportunities in some lessons. . p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.</p>
<p>7.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan 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>7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</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>7.4.8 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity</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>
7.4.9 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.	N/A
7.4.10 Revise writing to improve organization and word choice after checking the logic of the ideas and 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.
7.5.1 Write biographical or autobiographical compositions that: • develop a standard plot line - including a beginning, conflict, rising action, climax, and denouement (resolution) - and point of view. • develop complex major and minor characters and a definite setting. • use a range of appropriate strategies, such as dialogue; suspense; and the naming of specific narrative action, including movement, gestures, and expressions	N/A
7.5.6 Use varied word choices to make writing interesting and more precise	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 6: English Language Conventions Write sentences and paragraphs that show clear relationships between main and supporting ideas. Edit parts of sentences to correct pronoun antecedents, punctuation, and verb tense agreement.	
7.6.1 Sentence Structure: Properly place modifiers (words or phrases that describe, limit, or qualify another word) and use the active voice (sentences in which the subject is doing the action) when wishing to convey a livelier effect. • Clear: She left the book, which she bought at the bookstore, on the table. • Unclear: She left the book on the table, which she bought at the bookstore. • Active voice: The man called the dog. • Passive voice: The dog was called by the man	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.6.10 Use simple, compound, and complex sentences; use effective coordination and subordination of ideas, including both main ideas and supporting ideas in single sentences, to express complete thoughts.	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>
7.6.2 Grammar: Identify and use infinitives (the word <i>to</i> followed by the base form of a verb, such as <i>to understand</i> or <i>to learn</i>) and participles (made by adding <i>-ing</i> , <i>-d</i> , <i>-ed</i> , <i>-n</i> , <i>-en</i> , or <i>-t</i> to the base form of the verb, such as <i>dreaming</i> , <i>chosen</i> , <i>built</i> , and <i>grown</i>)	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.6.5 Demonstrate appropriate English usage (such as pronoun reference). This is a classroom assessment covering Language Conventions (Option B).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
1.1.6 Punctuation: Identify and correctly use hyphens (-), dashes (—), brackets ([]), and semicolons (;).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.6.7 Demonstrate the correct use of quotation marks and the use of commas with subordinate clauses.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Standard 7: Listening and Speaking</p> <p>Develop persuasive speeches, oral summaries, and research presentations that are organized to achieve particular purposes, and are supported with relevant details, reasons and examples. Deliver presentations with effective speaking techniques. Analyze oral and media communications, evaluating the credibility of details and sources.</p>	
7.7.1 Comprehension: Ask questions to elicit information, including evidence to support the speaker's claims and conclusions	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.7.3 Organization and Delivery of Oral Communication: Organize 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.
7.7.4 Arrange supporting details, reasons, descriptions, and examples effectively	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.7.5 Use speaking techniques - including adjustments of tone, volume, and timing of speech; enunciation (clear speech); and eye contact - for effective presentations	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7.7.7 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects.	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>7.7.9 Deliver oral summaries of articles and books that:</p> <ul style="list-style-type: none"> • include the main ideas and the most significant details. • state ideas in own words, except for when quoted directly from sources. • demonstrate a complete understanding of sources, not just superficial details. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>7.7.10 Deliver research presentations that:</p> <ul style="list-style-type: none"> • pose relevant and concise questions about the topic. • provide accurate information on the topic. • include evidence generated through the formal research process, including the use of a card catalog, <i>Reader's Guide to Periodical Literature</i>, computer databases, magazines, newspapers, and dictionaries. • cite reference sources appropriately 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>7.7.11 Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> • state a clear position in support of an argument or proposal. • describe the points in support of the proposal and include supporting evidence 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

Making Connections Intervention – Crimson Level
Correlated to the
Indiana 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 Indiana 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</i> Component
Standard 1: Vocabulary and Concept Development Identify the difference between the literal and figurative meanings of words given the context in which they occur. Make connections between the history and etymology of words and their present meanings	
8.1.1 Vocabulary and Concept Development: Analyze idioms and comparisons - such as analogies, metaphors, and similes - to infer the literal and figurative meanings of phrases. <ul style="list-style-type: none"> • Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as <i>to be an old hand at something</i> or <i>to get one’s feet wet</i> • Analogies: comparisons of the similar aspects of two different things • Metaphors: implied comparisons, such as <i>The stars were brilliant diamonds in the night sky.</i> • Similes: comparisons that use like or as, such as <i>The stars were like a million diamonds in the sky.</i> 	TM: Unit 4, Literary Devices, p. 90.
8.1.2 Understand the influence of historical events on English word meaning and vocabulary expansion.	N/A
Standard 2: Informational Text Structure, Comprehension, and Analysis Analyze different informational documents serving the same purpose to determine the strengths of each (incoherence of structure, development and accuracy of ideas, extent of information) and to find which best fulfill their function.	
8.2.1 Structural Features of Informational and Technical Materials: Compare and contrast the features and elements of consumer materials to gain meaning from documents.	TM: Opportunities in some lessons. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. See Library, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8.2.2 Analyze text that uses proposition (statement of argument) and support patterns	TM: Opportunities in some lessons. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. See Library, p. 22. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.2.7 Analyze the structure, format, and purpose of informational materials (such as textbooks, newspapers, instructional or technical manuals, and public documents)	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.2.3 Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Find similarities and differences between texts in the treatment, amount of coverage, or organization of ideas	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.2.6 Expository (Informational) Critique: Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text	
<p>Standard 3: Literary Text: Comprehension and Analysis</p> <p>Describe the characteristics of different forms of poetry and the structural elements of fiction. Chart and analyze the overall structure of plots (including subplots and parallel episodes) within literary texts and connect to the mood, devices, themes, language and ideas within the texts. Discuss the historical context of different works (including those within American, British and world literature).</p>	
<p>8.3.1 Structural Features of Literature: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (including ballads, lyrics, couplets, epics, elegies, odes, and sonnets).</p> <ul style="list-style-type: none"> • Ballad: a poem that tells a story • Lyric: words set to music • Couplet: two successive lines of verse that rhyme • Epic: a long poem that describes heroic deeds or adventures • Elegy: a mournful poem for the dead Ode: a poem of praise • Sonnet: a rhymed poem of 14 lines 	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.
8.3.2 Analysis of Grade-Level-Appropriate Literary Text: Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot's development; and the way in which conflicts are (or are not) addressed and resolved.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.3.5 Identify and analyze recurring themes (such as good versus evil) that appear frequently across traditional and contemporary works	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8.3.7 Literary Criticism: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author	N/A
<p style="text-align: center;">Standard 4: Writing: Informational, Research and Persuasive Texts</p> <p style="text-align: center;">Use a variety of strategies to develop topics, and display knowledge of how to organize pieces for different purposes, topics and audiences. Use note-taking skills to summarize relevant information from carefully evaluated paper and online sources. Write pieces with a well-defined thesis, a balance of original ideas and evidence, and a clear and well-supported conclusion. Revise writing to improve clarity and organization. Edit writing, correctly crediting all ideas and wording from sources.</p>	
8.2.9 Make reasonable statements and draw conclusions about a text, supporting them with accurate examples	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.2.6 Expository (Informational) Critique: Evaluate the logic (inductive or deductive argument), internal consistency, and structural patterns of text.	N/A
1.1.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
1.1.2 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.4.4 Research Process and Technology: Plan and conduct multiple-step information searches using computer networks	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.4.5 Achieve an effective balance between researched information and original ideas	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8.4.7 Evaluation and Revision: Review, evaluate, and revise writing for meaning and 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>
8.4.11 Identify topics; ask and evaluate questions; and develop 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.
8.4.8 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors	N/A
8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among 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.
8.5.2 Write responses to literature that: <ul style="list-style-type: none"> • demonstrate careful reading and insight into interpretations. • connect response to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support statements with evidence from the text 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.5.6 Write using precise word choices to make writing interesting and exact	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: <ul style="list-style-type: none"> • uses information from a variety of sources (books, technology, multimedia) and documents sources independently by using a consistent format for citations. • demonstrates that information that has been gathered has been summarized and that the topic has been refined through this process. • demonstrates that sources have been evaluated for accuracy, bias, and credibility. • organizes information by categorizing and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited) 	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>8.7.12 Deliver research presentations that:</p> <ul style="list-style-type: none"> • define a thesis (a position on the topic). • research important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize important perspectives on the topic. • use a variety of research sources and distinguish the nature and value of each. • present information on charts, maps, and graphs. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Standard 5: Writing Literary Text</p> <p>Use graphic organizers, a list or notebook of ideas, and various strategies to plan writing. Write biographical, descriptive, and literary text that is told from a distinct point of view, follows a clear organizational pattern, contains necessary elements of the chosen form (e.g., plot, setting, rhythm, rhyme), incorporates precise and varied vocabulary, and shows a command of basic literary devices (e.g., symbolism, alliteration, personification). Review, revise and edit writing.</p>	
<p>8.3.2 Analysis of Grade-Level-Appropriate Literary Text: Evaluate the structural elements of the plot, such as subplots, parallel episodes, and climax; the plot’s development; and the way in which conflicts are (or are not) addressed and resolved.</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>8.3.6 Identify significant literary devices, such as metaphor, symbolism, dialect or quotations, and irony, which define a writer’s style and use those elements to interpret the work.</p> <ul style="list-style-type: none"> • Metaphor: an implied comparison in which a word or phrase is used in place of another, such as <i>He was drowning in money</i>. • Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace. • Dialect: the vocabulary, grammar, and pronunciation used by people in different regions. • Irony: the use of words to express the opposite of the literal meaning of the words, often to be humorous. 	<p>TM: Unit 4, Literary Devices, p. 90.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>8.3.8 Contrast points of view - such as first person, third person, third person limited and third person omniscient, and subjective and objective - in narrative text and explain how they affect the overall theme of the work.</p> <ul style="list-style-type: none"> • First person: the narrator tells the story from the “I” perspective. • Third person: the narrator tells the story from an outside perspective. • Limited narration: the narrator does not know all thoughts of all characters. • Omniscient narration: the narrator knows all thoughts of all characters. • Subjective: the point of view involves a personal perspective. • Objective: the point of view is from a distanced, informational perspective, as in a news report 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>8.4.1 Organization and Focus: Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan 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>8.4.2 Create compositions that have a clear message, a coherent thesis (a statement of position on the topic), and end with a clear and well-supported conclusion.</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>8.4.10 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas</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>8.4.7 Evaluation and Revision: Review, evaluate, and revise writing for meaning and clarity</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>8.4.8 Edit and proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</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>8.4.9 Revise writing for word choice; appropriate organization; consistent point of view; and transitions among paragraphs, passages, and ideas</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>8.5.1 Write biographies, autobiographies, and short stories that:</p> <ul style="list-style-type: none"> • tell about an incident, event, or situation, using well-chosen details. • reveal the significance of, or the writer’s attitude about, the subject. • use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. 	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8.5.6 Write using precise word choices to make writing interesting and exact	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 6: English Language Conventions Write paragraphs that display varied sentence constructions and clear and meaningful connections of ideas within sentences. Edit pieces of writing to correct spelling, grammar and punctuation.	
8.6.1 Sentence Structure: Use correct and varied sentence types (simple, compound, complex, and compound-complex) and sentence openings to present a lively and effective personal style.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.6.3 Use subordination, coordination, noun phrases that function as adjectives (<i>These gestures - acts of friendship - were noticed but not appreciated.</i>), and other devices to indicate clearly the relationship between ideas	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.6.4 Grammar: Edit written manuscripts to ensure that correct grammar is used	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.6.5 Punctuation: Use correct punctuation.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.6.6 Capitalization: Use correct capitalization This is a classroom assessment covering Language Conventions (Option B).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8.6.7 Spelling: Use correct spelling conventions	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 7: Listening and Speaking Outline the organization of speeches and deliver presentations that are well-organized and supported with details, language, and speech techniques appropriate to a particular purpose and audience. Analyze and evaluate speeches to determine the validity of a speaker's conclusions. Identify the impact of visual images on listeners' opinions.	
8.7.1 Comprehension: Paraphrase (restate) a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.	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>8.7.2 Organization and Delivery of Oral Communication: Match the message, vocabulary, voice modulation (changes in tone), expression, and tone to the audience and purpose.</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>8.7.3 Outline the organization of a speech, including an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion</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>8.7.8 Evaluate the credibility of a speaker, including whether the speaker has hidden agendas or presents slanted or biased material.</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>8.7.9 Interpret and evaluate the various ways in which visual image makers (such as graphic artists, illustrators, and news photographers) communicate information and affect impressions and opinions</p>	<p>N/A</p>
<p>8.7.10 Speaking Applications: Deliver narrative presentations, such as biographical or autobiographical information that:</p> <ul style="list-style-type: none"> • relate a clear incident, event, or situation, using well-chosen details. • reveal the significance of the incident, event, or situation. • use narrative and descriptive strategies to support the presentation, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters 	<p>N/A</p>
<p>8.7.15 Deliver descriptive presentations that:</p> <ul style="list-style-type: none"> • establish a clear point of view on the subject of the presentation. • establish the presenter’s relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved). • contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>8.7.11 Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> • interpret a reading and provide insight, connect personal responses to the writer’s techniques and to specific textual references. • make supported inferences about the effects of a literary work on its audience. • support judgments through references to the text, other works, other authors, or personal knowledge. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

