

# MCI Comprehension



Correlated to the:

**Louisiana**

State English Language Arts Expectations  
6–8

PRODUCTS BY



***Making Connections Intervention – Aqua Level***  
**Correlated to the**  
**Louisiana State English Language Arts Expectations**

**Grade 6**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections Interventions* program that align to the Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts. 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>A : Reading and Responding Standard One</b>	
1. GLE 1—identify word meanings using a variety of strategies, including: a. using context clues (e.g., definition, restatement, example, contrast); b. using structural analysis (e.g., roots, affixes); c. determining word origins (etymology); d. using knowledge of idioms; e. explaining word analogies (ELA-1-M1);	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
2. GLE 2—identify common abbreviations, symbols, acronyms, and multiple-meaning words (ELA-1-M1);	TM: Opportunities in lessons. See Overview, p. 16, p. 18 During Reading.
3. GLE 3—develop specific vocabulary (e.g., scientific, content-specific, current events) for various purposes (ELA-1-M1);	
4. GLE 4—identify and explain story elements, including: a. theme development; b. character development; c. relationship of word choice and mood; d. plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA-1-M2);	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>
5. GLE 5—identify and explain literacy and sound devices, including: <ul style="list-style-type: none"> <li>a. foreshadowing;</li> <li>b. flashback;</li> <li>c. imagery;</li> <li>d. onomatopoeia (ELA-1-M2);</li> </ul>	N/A
6. GLE 6—answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>a. comic strips;</li> <li>b. editorial cartoons;</li> <li>c. speeches (ELA-1-M3);</li> </ul>	TM: Opportunities in some lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
7. GLE 7—explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real-life situations and other texts (ELA-1-M4).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112 Text Connections.
<b>B. Reading and Responding Standard Six</b>	
1. GLE 8—compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA-6-M1);	N/A
2. GLE 9—compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA-6-M2);	TM: Unit 2, Compare and Contrast, p. 46.
3. GLE 10—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>a. fiction (e.g., myths, historical fiction);</li> <li>b. nonfiction (e.g., newspaper articles, magazine articles);</li> <li>c. poetry (e.g., lyric, narrative);</li> <li>d. drama (e.g., short plays) (ELA-6-M3).</li> </ul>	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>C. Reading and Responding Standard Seven</b>	

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>1. GLE 11—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>a. sequencing events and steps in a process;</li> <li>b. summarizing and paraphrasing information;</li> <li>c. identifying stated or implied main ideas and supporting details;</li> <li>d. comparing and contrasting literary elements and ideas;</li> <li>e. making simple inferences and drawing conclusions;</li> <li>f. predicting the outcome of a story or situation;</li> <li>g. identifying literary devices (ELA-7-M1);</li> </ul>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading (Summarizing) Unit 1, Main Idea and Details, p. 24. Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90. Unit 5, Figurative Language, p. 112.</p>
<p>2. GLE 12—examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);</p>	<p>TM: Opportunities. See Overview p. 16, p. 17. Before Reading.</p>
<p>3. GLE 13—use technical information and other available resources (e.g., software programs, manuals) to solve problems (ELA-7-M2);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. GLE 14—analyze an author’s stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA-7-M3);</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>5. GLE 15—identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author’s viewpoint (perspective) in texts (ELA-7-M3);</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>6. GLE 16—analyze grade-appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>a. identifying cause-effect relationships;</li> <li>b. raising questions;</li> <li>c. reasoning inductively and deductively;</li> <li>d. generating a theory or hypothesis;</li> <li>e. skimming/scanning;</li> <li>f. distinguishing facts from opinions and probability (ELA-7-M4).</li> </ul>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 3, Cause and Effect, p. 68.</p>
<p><b>D. Writing Standard Two</b></p>	

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>1. GLE 17—write multiparagraph compositions on student- or teacher-selected topics organized with the following:</p> <ul style="list-style-type: none"> <li>a. an established central idea;</li> <li>b. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic;</li> <li>c. elaboration (e.g., fact, examples, and/or specific details);</li> <li>d. transitional words and phrases that unify ideas and points;</li> <li>e. an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA-2-M1);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2. GLE 18—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. GLE 19—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>a. word choices (diction) appropriate to the identified audience and/or purpose;</li> <li>b. vocabulary selected to clarify meaning, create images, and set a tone;</li> <li>c. information/ideas selected to engage the interest of the reader;</li> <li>d. clear voice (individual personality);</li> <li>e. variety in sentence structure (ELA-2-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. GLE 20—develop grade-appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>a. selecting topic and form;</li> <li>b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);</li> <li>c. drafting;</li> <li>d. conferencing (e.g., peer, teacher);</li> <li>e. revising based on feedback and use of various tools (e.g., <i>LEAP21 Writer's Checklist</i>, rubrics);</li> <li>f. proofreading/editing;</li> <li>g. publishing using technology (ELA-2-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
5. GLE 21—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. GLE 22—use the various modes of write compositions, including: a. comparison/contrast; b. essays based on a stated opinion (ELA-2-M4);	TM: Opportunities. 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.
7. GLE 23—develop writing using a variety to literary devices, including foreshadowing, flashback, and imagery (ELA-2-M5);	N/A
8. GLE 24—write for various purposes, including: a. business letters that include a heading, inside address, salutation, body, and signature; b. evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons; c. text-supported interpretations of elements of novels, stories, poems, and plays (ELA-2-M6).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>E. Writing/Proofreading Standard Three</b>	
1. GLE 25—use standard English punctuation, including: a. hyphens to separate syllables of words and compound adjectives; b. commas and coordinating conjunctions to separate independent clauses in compound sentences; c. colons after salutation in business letters (ELA-3-M2);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. GLE 26—capitalize names of companies, buildings, monuments, and geographical names (ELA-3-M2);	TM: Opportunities. 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>
<p>3. GLE 27—write paragraphs and compositions following standard English structure and usage, including:</p> <p>a. possessive forms of singular and plural nouns and pronouns;</p> <p>b. regular and irregular verb tenses;</p> <p>c. homophones (ELA-3-M3);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>4. GLE 28—apply knowledge of parts of speech in writing, including:</p> <p>a. prepositional phrases;</p> <p>b. interjections for emphasis;</p> <p>c. conjunctions and transitions to connect ideas (ELA-3-M4);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>5. GLE 29—spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>6. GLE 30—use a variety to resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).</p>	<p>TM: Opportunities. See Overview, p. 16, p. 23 (During Reading).</p>
<b>F. Speaking and Listening Standard Four</b>	
<p>1. GLE 31—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2. GLE 32—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);</p> <p>3. GLE 33—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>4. GLE 34—state oral directions/procedures for tasks (ELA-4-M2);</p>	<p>N/A</p>
<p>5. GLE 35—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
6. GLE 36—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. GLE 37—demonstrate active listening strategies for various purposes, including:  a. viewing a video to interpret the meaning of the story, to determine the speaker’s character’s attitude using verbal and nonverbal cues, and to draw conclusions about the presentation;  b. summarizing the main points of a speaker’s message, including supporting details and their significance (ELA-4-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. GLE 38—deliver oral presentations and responses, including:  a. a research-based presentation;  b. formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
9. GLE 39—evaluate media for various purposes, including:  a. text structure;  b. images/sensory details;  c. support for main position;  d. background information;  e. opinions vs. facts;  f. sequence of ideas and organization (ELA-4-M5);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
10. GLE 40—participate in group and panel discussions (ELA-4-M5);  a. explaining the effectiveness and dynamics of group process;  b. applying a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>G. Information Resources Standard Five</b>	
<p>1. GLE 41—locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);</li> <li>b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);</li> <li>c. frequently accessed and bookmarked Web addresses;</li> <li>d. organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e-mail addresses) (ELA-5-M1);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2. GLE 42—locate and integrate information from grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);</li> <li>b. electronic sources (e.g., Web sites, databases);</li> <li>c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>3. GLE 43—identify sources as primary and secondary to determine credibility of information (ELA-5-M2);</p>	<p>N/A</p>
<p>4. GLE 44—locate, gather, and select information using data-gathering strategies, including:</p> <ul style="list-style-type: none"> <li>a. surveying;</li> <li>b. interviewing;</li> <li>c. paraphrasing (ELA-5-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>5. GLE 45—generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>a. visual representations of data/information;</li> <li>b. graphic organizers (e.g., outlines, timelines, charts, webs);</li> <li>c. bibliographies (ELA-5-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
6. GLE 46—use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA-5-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. GLE 47—give credit for borrowed information following acceptable-use policy, including:  a. integrating quotations and citations;  b. using endnotes;  c. creating bibliographies and/or works cited lists (ELA-5-M5);	N/A
8. GLE 48—interpret information from a variety of graphic organizers, including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).  NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.  AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.  HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2877 (November 2005).	N/A

***Making Connections Intervention – Gold Level***  
**Correlated to the**  
**Louisiana State English Language Arts Expectations**

**Grade 7**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections Intervention* program that align to the Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts.. 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>A. Reading and Responding. Standard One</b>	
1. GLE 1—develop vocabulary using a variety of strategies, including: a. use of connotative and denotative meanings; b. use of Greek, Latin, and Anglo-Saxon base words, roots, affixes, and word parts (ELA-1-M1);	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
2. GLE 2—explain story elements, including: a. the revelation of character motivation through thoughts, words, and actions; b. plot sequence (e.g., exposition, rising action, climax, falling action, resolution); c. conflicts (e.g., man vs. man, nature, society, self) and their effect on plot; d. effects of first- and third-person points of view; e. theme development (ELA-1-M2);	TM: Opportunities. p. 30, p. 53 , p. 71, p. 80, p. 92, p. 96,p. 115, p. 118, p. 124, p. 136, p. 146,
3. GLE 3—interpret literary devices, including: a. symbolism; b. puns; c. analogies (ELA-1-M2);	TM: Unit 5, Figurative Language, p. 112.
4. GLE 4—draw conclusions and make inferences in oral and written responses about ideas and information in grade-appropriate texts, including: a. instructional materials; b. essays; c. dramas (ELA-1-M3);	TM: Unit 4, Making Inferences, p. 90.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
5. GLE 5—interpret ideas and information in a variety of texts, including periodical articles, editorials, and lyrics, and make connections to real-life situations and other texts (ELA-1-M4).	TM: Opportunities, See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>B. Reading and Responding. Standard Six</b>	
1. GLE 6—identify universal themes (e.g., search for identity, love, friendship, family, courage, adversity) and cultural viewpoints found in national, world, and multicultural literature in oral and written responses (ELA-6-M1);	N/A
2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres in oral and written responses (ELA-6-M2);	TM: Unit 2, Compare and Contrast, p. 46.
3. GLE 8—use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: a. fiction (e.g., science fiction/fantasy); b. nonfiction (e.g., essays, letters); c. poetry (e.g., lyric, narrative); d. drama (e.g., short plays) (ELA-6-M3).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
<b>C. Reading and Responding. Standard Seven</b>	
1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including: a. sequencing events and steps in a process; b. summarizing and paraphrasing information; c. identifying stated or implied main ideas and explaining how details support ideas; d. making inferences and drawing conclusions; e. predicting the outcome of a story or situation; f. identifying literary devices (ELA-7-M1);	TM: All lessons. See Overview, p. 16, p. 19. After Reading (Summarizing) Unit 1, Main Idea and Details, p. 24. Unit 4, Making Inferences p. 90. Unit 5, Figurative Language, p. 112.
2. GLE 10—explain the relationship between life experiences and texts to generate solutions to problems (ELA-7-M2);	TM: Opportunities. See Overview p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
3. GLE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. GLE 12—explain the effects of an author’s stated purpose for writing (ELA-7-M3);	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
5. GLE 13—identify an author’s bias (objectivity) for, against, or neutral toward an issue (ELA-7-M3);	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, for example: a. identifying cause-effect relationships; b. raising questions; c. reasoning inductively and deductively; d. generating a theory or hypothesis; e. skimming/scanning (ELA-7-M4).	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.
<b>D. Writing Standard Two</b>	
1. GLE 15—write multiparagraph compositions on student- or teacher-selected topics organized with the following: a. established central idea; b. organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic; c. elaboration (e.g., fact, examples, and/or specific details); d. transitional words and phrases that unify ideas and points; e. overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas and details (ELA-2-M1);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following:</p> <ul style="list-style-type: none"> <li>a. word choices (diction) appropriate to the identified audience and/or purpose;</li> <li>b. vocabulary selected to clarify meaning, create images, and set a tone;</li> <li>c. information/ideas selected to engage the interest of the reader;</li> <li>d. clear voice (individual/personality);</li> <li>e. variety in sentence structure (ELA-2-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes, such as the following:</p> <ul style="list-style-type: none"> <li>a. selecting topic and form;</li> <li>b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers);</li> <li>c. drafting;</li> <li>d. conferencing (e.g., peer and teacher);</li> <li>e. revising based on feedback and use of various tools (e.g., <i>LEAP21 Writer's Checklist</i>, rubrics);</li> <li>f. proofreading/editing;</li> <li>g. publishing using technology (ELA-2-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, persuasion), emphasizing narration and exposition (ELA-2-M4);</p>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6. GLE 20—use the various modes to write compositions, including:</p> <ul style="list-style-type: none"> <li>a. essays based on a stated opinion;</li> <li>b. fictional narratives (ELA-2-M4);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>7. GLE 21—develop writing using a variety of literary devices, including analogies, symbolism, and puns (ELA-2-M5);</p>	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>8. GLE 22—write for various purposes, including:</p> <ul style="list-style-type: none"> <li>a. letters of complaint supported with complete and accurate information and reasons;</li> <li>b. evaluations of media, such as television, radio, and the arts;</li> <li>c. test-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels;</li> <li>d. applications, such as memberships and library cards (ELA-2-M6).</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<b>E. Writing/Proofreading. Standard Three</b>	
<p>1. GLE 23—use standard English punctuation, including:</p> <ul style="list-style-type: none"> <li>a. commas to set off direct quotations, nouns of direct address, and after introductory words or phrases;</li> <li>b. semicolons or colons to separate independent clauses (ELA-3-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:</p> <ul style="list-style-type: none"> <li>a. varied sentence structures, including complex sentences,</li> <li>b. antecedents that agree with pronouns in number, person, and gender;</li> <li>c. sentences without double negatives (ELA-3-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. GLE 25—apply knowledge of parts of speech in writing, including:</p> <ul style="list-style-type: none"> <li>a. infinitives and participles;</li> <li>b. superlative and comparative degrees of adjectives;</li> <li>c. adverbs (ELA-30M4);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. GLE 26—spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots, affixes) correctly (ELA-3-M5);</p>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).</p>	<p>TM: Opportunities. See Overview, p. 16, p. 23 (During Reading).</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>F. Speaking and Listening. Standard Four</b>	
1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) form detailed oral instructions (ELA-4-M2);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);	N/A
5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. GLE 33—organize oral presentations with a thesis, an introduction, a body developed with relevant details, and a conclusion (ELA-4-M3);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. GLE 34—evaluate and determine bias and credibility of various media presentations (e.g., TV and radio advertising) (ELA-4-M4);	TM: Unit 6, Recognizing Viewpoint, Persuasion, p. 134.
8. GLE 35—deliver formal and informal persuasive presentations (ELA-4-M4);	TM: Unit 6, Recognizing Viewpoint, Persuasion, p. 134.
9. GLE 36—deliver grade-appropriate research-based presentations (ELA-4-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
10. GLE 37—evaluate a variety of media for impressions/effect on listeners, faulty reasoning, propaganda techniques, and delivery (ELA-4-M5);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>11. GLE 38—participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> <li>a. explaining the effectiveness and dynamics of group processes;</li> <li>b. applying agreed-upon rules for formal and informal discussions;</li> <li>c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).</li> </ul>	N/A
<b>G. Information Resources. Standard Five</b>	
<p>1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);</li> <li>b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);</li> <li>c. frequently accessed and bookmarked Web addresses;</li> <li>d. features of electronic texts (e.g., hyperlinks, cross-referencing, Web resources, including online sources and remote sites) (ELA-5-M1);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);</li> <li>b. electronic sources (e.g., Web sites, databases);</li> <li>c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);</p>	N/A
<p>4. GLE 42—gather and select information using data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>a. surveying;</li> <li>b. interviewing;</li> <li>c. paraphrasing (ELA-5-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>a. visual representations of data/information;</li> <li>b. graphic organizers (e.g., outlines, timelines, charts, webs);</li> <li>c. works cited lists and/or bibliographies (ELA-5-M3)</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6. GLE 44—use word processing and /or other technology to draft, revise, and publish a variety of works, including reports and research documents (ELA-5-M4);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>7. GLE 45—give credit for borrowed information following acceptable use policy, including:</p> <ul style="list-style-type: none"> <li>a. integrating quotations and citations;</li> <li>b. using end notes;</li> <li>c. creating bibliographies and/or works cited lists (ELA-5-M5);</li> </ul>	<p>N/A</p>
<p>8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).</p> <p>NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.</p> <p>AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.</p> <p>HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2880 (November 2005).</p>	<p>N/A</p>

***Making Connections Intervention – Crimson Level***  
**Correlated to the**  
**Louisiana 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 Louisiana Content Standards, Benchmarks, and Grade Expectations for English Language Arts. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>A. Reading and Responding. Standard One</b>	
1. GLE 1—develop vocabulary using a variety of strategies, including: a. use of connotative and denotative meanings; b. use of Greek, Latin, and Anglo-Saxon roots and word parts (ELA-1-M1);	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
2. GLE 2—interpret story elements, including: a. stated and implied themes; b. development of character types (e.g., flat, round, dynamic, static); c. effectiveness of plot sequence and /or subplots; d. the relationship of conflicts and multiple conflicts (e.g., man vs. man, nature, society, self) to plot; e. difference in third-person limited and omniscient points of view; f. how a theme is developed (ELA-1-M2);	TM: Opportunities. 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.
3. GLE 3—interpret literary devices, including: a. allusions; b. understatement (meiosis); c. how word choice and images appeal to the senses and suggest mood and tone; d. the use of foreshadowing and flashback to direct plot development; e. the effects of hyperbole and symbolism (ELA-1-M2);	TM: Unit 4, Literary Devices, p. 90.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>4. GLE 4—draw conclusions and make inferences in print and nonprint responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>a. epics;</li> <li>b. consumer materials;</li> <li>c. public documents (ELA-1-M3);</li> </ul>	<p>TM: Unit 3, Making Inferences, p. 68.</p>
<p>5. GLE 5—interpret ideas and information in a variety of texts (e.g., scientific reports, technical guidelines, business memos) and make connections to real-life situations and other texts (ELA-1-M4).</p>	<p>TM: Opportunities, See Overview, p. 16, p. 17. Before Reading.  TM: Opportunities. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<b>B. Reading and Responding. Standard Six</b>	
<p>1. GLE 6—analyze universal themes found in a variety of world and multicultural texts in oral and written responses (ELA-6-M1);</p>	<p>N/A</p>
<p>2. GLE 7—compare and contrast elements (e.g., plot, setting, character, theme) in multiple genres (ELA-6-M2);</p>	<p>TM: Unit 1, Compare and Contrast, p. 24.</p>
<p>3. GLE 8—use knowledge of the distinctive characteristics to classify and explain the significance of various genres, including:</p> <ul style="list-style-type: none"> <li>a. fiction (e.g., mystery, novel);</li> <li>b. nonfiction (e.g., workplace documents, editorials);</li> <li>c. poetry (e.g., lyric, narrative);</li> <li>d. drama (e.g., plays) (ELA-6-M3).</li> </ul>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<b>C. Reading and Responding. Standard Seven</b>	
<p>1. GLE 9—demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>a. sequencing events to examine and evaluate information;</li> <li>b. summarizing and paraphrasing to examine and evaluate information;</li> <li>c. interpreting stated or implied main ideas;</li> <li>d. comparing and contrasting literary elements and ideas within and across texts;</li> <li>e. making inferences and drawing conclusions;</li> <li>f. predicting the outcome of a story or situation;</li> <li>g. identifying literary devices (ELA-7-M1);</li> </ul>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading (Summarizing)  Unit 3, Making Inferences, p. 68.  Unit 4, Literary Devices, p. 90.  Unit 6, Synthesizing Information, p. 134.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
2. GLE 10—explain the relationship between life experiences and texts to generate solutions to solve problems (ELA-7-M2);	TM: Opportunities. See Overview p. 16, p. 17. Before Reading.
3. LE 11—use technical information and other available resources (e.g., Web sites, interviews) to solve problems (ELA-7-M2);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. GLE 12—evaluate the effectiveness of an author’s purpose (ELA-7-M3);	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
5. GLE 13—analyze an author’s viewpoint by assessing appropriateness of evidence and persuasive techniques (e.g., appeal to authority, social disapproval) (ELA-7-M3);	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
6. GLE 14—analyze grade-appropriate print and nonprint texts using various reasoning skills, including: a. identifying cause-effect relationships; b. raising questions; c. reasoning inductively and deductively; d. generating a theory or hypothesis; e. skimming/scanning; f. distinguishing facts from opinions and probability (ELA-7-M4).	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 2, Cause and Effect, p. 46.
<b>D. Writing: Standard Two</b>	
1. GLE 15—write complex, multiparagraph compositions on student- or teacher-selected topics organized with the following: a. a clearly stated focus or central idea; b. important ideas or events stated in a selected order; c. organizational patterns (e.g., comparison /contrast, order of importance, chronological order) appropriate to the topic; d. elaboration (anecdotes, relevant facts, examples, and/or specific details); e. transitional words and phrases that unify ideas and points; f. an overall structure (e.g., introduction, body/middle, and concluding paragraph that summarizes important ideas and details) (ELA-2-M1);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. GLE 16—organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA-2-M1);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. GLE 17—develop grade-appropriate compositions on student- or teacher-selected topics that include the following: a. word choices (diction) appropriate to the identified audience and/or purpose; b. vocabulary selected to clarify meaning, create images, and set a tone; c. information/ideas selected to engage the interest of the reader; d. clear voice (individual personality); e. variety in sentence structure (ELA-2-M2);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. GLE 18—develop grade-appropriate compositions by identifying and applying writing processes such as the following: a. selecting topic and form; b. prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers); c. drafting; d. conferencing (e.g., peer and teacher); e. revising based on feedback and use of various tools (e.g., <i>LEAP21 Writer's Checklist</i> , rubrics); f. proofreading/editing; g. publishing using technology (ELA-2-M3);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. GLE 19—develop grade-appropriate paragraphs and multiparagraph compositions using the various modes of writing (e.g., description, narration, exposition, and persuasion), emphasizing narration and exposition (ELA-2-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. GLE 20—use the various modes to write compositions, including: a. short stories developed with literary devices; b. problem/solution essays; c. essays defending a stated position (ELA-2-M4);	TM: Opportunities. 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>
<p>7. GLE 21—develop writing using a variety of literary devices, including understatements and allusions (ELA-2-M5);</p> <p>8. GLE 22—write for a wide variety of purposes, including:</p> <p>a. persuasive letters that include appropriate wording and tone and that state an opinion;</p> <p>b. evaluations of advertisements, political cartoons, and speeches;</p> <p>c. text-supported interpretations of elements of grade-appropriate stories, poems, plays, and novels (ELA-2-M6).</p>	<p>N/A</p> <p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<b>E. Writing/Proofreading. Standard Three.</b>	
<p>1. GLE 23—use standard English capitalization and punctuation consistently (ELA-3-M2);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2. GLE 24—write paragraphs and compositions following standard English structure and usage, including:</p> <p>a. varied sentence structure and patterns, including complex sentences;</p> <p>b. phrases and clauses used correctly as modifiers (ELA-3-M3);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>3. GLE 25—apply knowledge of parts of speech in writing, including:</p> <p>a. infinitives, participles, and gerunds;</p> <p>b. superlative and comparative degrees of adjectives;</p> <p>c. adverbs (ELA-3-M4);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>4. GLE 26—spell high-frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA-3-M5);</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>5. GLE 27—use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA-3-M5).</p>	<p>TM: Opportunities. See Overview, p. 16, p. 23 (During Reading).</p>
<b>F. Speaking and Listening. Standard Four</b>	
<p>1. GLE 28—adjust diction and enunciation to suit the purpose for speaking (ELA-4-M1);</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. GLE 29—use standard English grammar, diction, syntax, and pronunciation when speaking (ELA-4-M1);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. GLE 30—follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA-4-M2);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
4. GLE 31—state oral directions/procedures for tasks (ELA-4-M2);	N/A
5. GLE 32—adjust volume and inflection to suit the audience and purpose of presentations (ELA-4-M3);	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. GLE 33—organize oral presentations with a thesis, an introduction, a body/ middle developed with relevant details, and a conclusion (ELA-4-M3);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. GLE 34—determine the credibility of the speaker (e.g., hidden agenda, slanted or biased materials) (ELA-4-M4);	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
8. GLE 35—deliver grade-appropriate persuasive presentations (ELA-4-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
9. GLE 36—summarize a speaker’s purpose and point of view (ELA-4-M4);	N/A
10. GLE 37—compare, contrast, and evaluate information found in a wide variety of text/electronic media (e.g., microprint, public speeches, art form) (ELA-4-M5);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
11. GLE 38—participate in group and panel discussions, including: a. explaining the effectiveness and dynamics of group process; b. applying agreed-upon rules for formal and informal discussions; c. assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA-4-M6).	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>G. Information Resources. Standard Five</b>	
<p>1. GLE 39—locate and select information using organizational features of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices);</li> <li>b. electronic storage devices (e.g., CD-ROMs, diskettes, software, drives);</li> <li>c. frequently accessed and bookmarked Web addresses;</li> <li>d. organizational features of electronic information (e.g., Web resources including online sources and remote sites) (ELA-5-M1);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2. GLE 40—locate and integrate information from a variety of grade-appropriate resources, including:</p> <ul style="list-style-type: none"> <li>a. multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias);</li> <li>b. electronic sources (e.g., Web sites, databases);</li> <li>c. other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA-5-M2);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>3. GLE 41—explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-M2);</p>	<p>N/A</p>
<p>4. GLE 42—gather and select information using data-gathering strategies/tools, including:</p> <ul style="list-style-type: none"> <li>a. surveying;</li> <li>b. interviewing;</li> <li>c. paraphrasing (ELA-5-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>5. GLE 43—generate grade-appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>a. visual representations of data/information;</li> <li>b. graphic organizers (e.g., outlines, timelines, charts, webs);</li> <li>c. works cited lists and/or bibliographies (ELA-5-M3);</li> </ul>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
6. GLE 44—use word processing and/or other technology to draft, revise, and publish a variety of works, including documented research reports with bibliographies (ELA-5-M4);	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. GLE 45—give credit for borrowed information following acceptable use policy, including:  a. integrating quotations and citations;  b. using endnotes;  c. creating bibliographies and/or words cited lists (ELA-5-M5);	N/A
8. GLE 46—interpret information from a variety of graphic organizers including timelines, charts, schedules, tables, diagrams, and maps in grade-appropriate sources (ELA-5-M6).  NOTE: These foundation skills are listed numerically in parentheses at the end of each benchmark.  AUTHORITY NOTE: Promulgated in accordance with R.S. 17:6; R.S. 17: 24.4; R.S. 17:154.  HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 29:306 (March 2003), amended LR 31:2882 (November 2005).	N/A