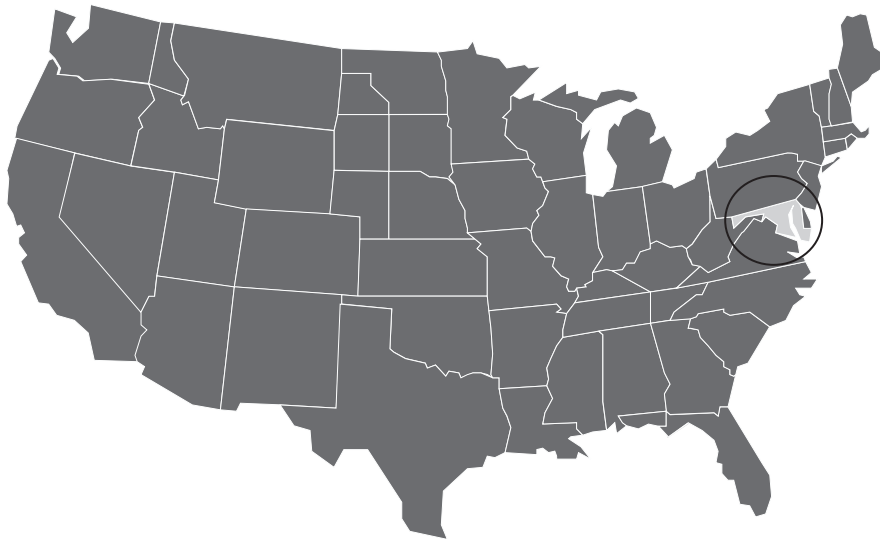


MCI Comprehension



Correlated to the:

Maryland

English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Maryland 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 Maryland 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 1.0 General Reading Processes Topic C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
Read orally at an appropriate rate 1. Read familiar text at a rate that is conversational and consistent	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression 1. Apply knowledge of word structures and patterns to read with automaticity Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately 3. Increase sight words read fluently	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Topic D : Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
Develop and apply vocabulary through exposure to a variety of texts 1. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and <u>informational texts</u> 2. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation	TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Apply a conceptual understanding of new words</p> <ol style="list-style-type: none"> 1. Classify and categorize increasingly complex words into sets and groups 2. Explain relationships between and among words 	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Understand, acquire, and use new vocabulary</p> <ol style="list-style-type: none"> 1. Use context to determine the meanings of words Assessment limits: Above grade-level words used in context Words with multiple meanings 2. Use word structure to determine the meaning of words 3. Use resources to confirm definitions and gather further information about words <p>Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: p. 23 Library, (During Reading)</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>Topic E: General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).</p>	
<p>Develop and apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <ol style="list-style-type: none"> 1. Listen to critically, read, and discuss texts representing diversity in content, <u>culture</u>, authorship, and <u>perspective</u>, including areas such as race, gender, disability, religion, and socio-economic background 2. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres 3. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Use strategies to prepare for reading (before reading)</p> <ol style="list-style-type: none"> 1. Survey and preview the text 2. Set a purpose for reading the text 3. Make predictions and ask questions about the text 4. Make connections to the text from prior knowledge and experiences 	<p>For 1 – 4, TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Use strategies to make meaning from text (during reading)</p> <ol style="list-style-type: none"> 1. Reread the difficult parts slowly and carefully 2. Use own words to restate the difficult part 3 Read on and revisit the difficult part 4. Skim the text to search for connections between and among ideas <ul style="list-style-type: none"> Make, confirm, or adjust predictions Periodically <u>summarize</u> while reading Periodically <u>paraphrase</u> important ideas or information Visualize what was read for deeper understanding Use a <u>graphic organizer</u> or another note-taking technique to record important ideas or information Explain personal connections to the ideas or information in the text 	<p>For 1-3, TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>Use strategies to demonstrate understanding of the text (after reading)</p> <ol style="list-style-type: none"> 1. Identify and explain the main idea <p>Assessment limits: Of the text or a portion of the text</p> 2. Identify and explain what is directly stated in the text <p>Assessment limits: In the text or a portion of the text</p> 3. Identify and explain what is not directly stated in the text by drawing inferences <p>Assessment limits: From the text or a portion of the text</p> 4. Draw conclusions or make generalizations about the text <p>Assessment limits: From the text or a portion of the text</p> 5. Confirm, refute, or make predictions and form new ideas <p>Assessment limits: The development, topics, or ideas that might logically be included if the text were extended</p> 	<p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>6. <u>Paraphrase</u> the main idea Assessment limits: Of the text or a portion of the text</p> <p>7. <u>Summarize</u> Assessment limits: The text or a portion of the text</p> <p>8. Connect the text to prior knowledge or personal experience Assessment limits: Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</p>	<p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
Standard 2.0 Comprehension of Informational Text Topic A: Comprehension of Informational Text	
<p>Develop and apply comprehension skills by reading a variety of self-selected and assigned print and non-print <u>informational texts</u>, including electronic media</p> <p>Read, use, and identify the characteristics of nonfiction materials such as textbooks, appropriate reference materials, research and historical documents, personal narratives, diaries, and journals, biographies, newspapers, letters, articles, web sites and other online materials, other appropriate content-specific texts to gain information and content knowledge Assessment limits: Grade-appropriate <u>informational texts</u></p> <p>Read, use, and identify the characteristics of functional documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents Assessment limits: Grade-appropriate functional documents</p> <p>Select and read to gain information from personal interest materials such as brochures, books, magazines, cookbooks, catalogs, and web sites</p>	<p>TM: Opportunities in some lessons. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Identify and use text features to facilitate understanding of <u>informational texts</u></p> <p>Use print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, and other appropriate content-specific texts</p> <p>Assessment limits: In the text or a portion of the text</p> <p>Use graphic aids such as illustrations and pictures, photographs, drawings, sketches, cartoons, maps (key, scale, legend, graphs, charts/tables, and diagrams, other graphic aids encountered in <u>informational texts</u></p> <p>Assessment limits: In the text or a portion of the text</p> <p>Use informational aids such as introductions and overviews, materials lists, timelines, captions, <u>glossed words</u>, labels, numbered steps, bulleted lists, footnoted words, pronunciation key, transition words, end notes, works cited, other informational aids encountered in <u>informational texts</u></p> <p>Assessment limits: In the text or a portion of the text</p> <p>Use organizational aids such as titles, chapter titles, headings, subheadings, tables of contents, numbered steps, glossaries, indices, transition words, other organizational aids encountered in organizational texts</p> <p>Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p>Use online features such as URLs, <u>hypertext</u> links, sidebars, drop down menus, home pages, site maps, other features characteristic of online texts</p> <p>Assessment limits: In the text or a portion of the text</p> <p>Identify and explain the contributions of text features to support the main idea of the text</p> <p>Assessment limits: In the text or a portion of the text</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Unit 1, Main Idea and Details, p. 24.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Develop and apply knowledge of organizational structure of <u>informational text</u> to facilitate understanding</p> <p>1. Identify and <u>analyze</u> the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, transition or signal words and phrases that indicate the organizational pattern Assessment limits: In the text or a portion of the text</p> <p>2. Explain how the organizational pattern clarifies and reinforces meaning and supports the author's/text's purpose Assessment limits: In the text or a portion of the text</p>	<p>TM: Unit 1, Main Idea and Details, p. 24. Unit 3, Cause and Effect, p. 68.</p> <p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Determine and <u>analyze</u> important ideas and messages in <u>informational texts</u></p> <p>1. Identify and explain the author's/text's purpose and intended audience Assessment limits: Purpose of the author or the text or a portion of the text Connections between the text and the intended audience</p> <p>2. Identify and explain the author's opinion Assessment limits: In the text or a portion of the text</p> <p>3. State and support main ideas and messages Assessment limits: In the text or a portion of the text</p> <p>4. <u>Summarize</u> or <u>paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>5. Identify and explain information not related to the main idea Assessment limits: In the text or a portion of the text</p> <p>6. Explain relationships between and among ideas such as comparison/contrast, cause/effect, sequence/chronology Assessment limits: In the text or a portion of the text Relationships between and among ideas in one or more texts</p> <p>7. <u>Synthesize</u> ideas from text Assessment limits: From one text or a portion of the text or across multiple texts</p>	<p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. Unit 1, Main Idea and Details, p. 24.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p> <p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM:</p> <p>TM: Unit 4, Draw Conclusions/Predicting Outcomes, p. 90.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>8. Distinguish between a fact and an opinion Assessment limits: In one or more texts or a portion of a text</p> <p>9. Explain how someone might use the text Assessment limits: Application of the text for personal use or content-specific use Topics and ideas within a text or across texts that may have implications for readers or contemporary society</p> <p>10. Connect the text to prior knowledge or experience Assessment limits: Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</p>	<p>N/A</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p><u>Analyze</u> purposeful use of language</p> <p>1. <u>Analyze</u> specific words or phrases that contribute to the meaning of a text Assessment limits: Significant words and phrases (e.g., <u>figurative language</u>, idioms, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context</p> <p>2. <u>Analyze</u> specific language choices that create <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p>3. <u>Analyze</u> the effect of repetition of words and phrases on meaning Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Read critically to evaluate <u>informational text</u></p> <p>1. Explain whether the text fulfills the reading purpose Assessment limits: Connections between the content of the text and the purpose for reading</p> <p>2. <u>Analyze</u> changes or additions to the structure and text features that would make the text easier to understand Assessment limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</p> <p>3. <u>Analyze</u> the text and its information for reliability Assessment limits: Connections between the credentials of the author and the information in the text Verification of information included in the text</p> <p>4. Determine and explain whether or not the author’s argument or position is presented fairly Assessment limits: Evidence of opposing points of view</p> <p>5. Identify and explain information not included in the text Assessment limits: Information that would enhance or clarify the reader’s understanding of the main idea of the text or a portion of the text</p> <p>6. Identify and explain language and other techniques intended to persuade the reader Assessment limits: Significant words and phrases that have an emotional appeal</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p> <p>N/A</p> <p>TM: Unit 5, Recognizing Viewpoint: Bias, p. 134.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 3.0 Comprehension of Literary Text Topic A: Comprehension of Literary Text	
<p>Develop and apply comprehension skills by reading and <u>analyzing</u> a variety of self-selected and assigned literary texts including print and non-print</p> <p>1. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, <u>ethnicities</u>, and time periods</p> <p>2. Listen to critically, read, and discuss a variety of literary forms and genres</p>	<p>For 1-2, TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><u>Analyze</u> text features to facilitate understanding of literary texts</p> <p>1. Identify and explain how organizational aids such as the title of the book, story, poem, or play, titles of chapters, subtitles, subheadings contribute to meaning Assessment limits: In the text or a portion of the text</p> <p>2. Identify and explain how graphic aids such as pictures and illustrations, punctuation, print features contribute to meaning Assessment limits: In the text or a portion of the text</p> <p>3. Identify and explain how informational aids such as introductions and overviews, materials lists, timelines, captions, <u>glossed words</u>, labels, numbered steps, bulleted lists, footnoted words, pronunciation keys, transition words, end notes, works cited, other information aids encountered in <u>informational texts</u> contribute to meaning Assessment limits: In the text or a portion of the text</p> <p>4. Identify and explain how print features such as large bold print, font size/type, italics, colored print, quotation marks, underlining, other print features encountered in <u>informational texts</u> contribute to meaning Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> elements of narrative texts to facilitate understanding and interpretation</p> <p>1. Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, poetry Assessment limits: Grade-appropriate narrative texts</p> <p>2. <u>Analyze</u> the events of the <u>plot</u> Assessment limits: Exposition, rising action, climax, and resolution</p> <p>3. <u>Analyze</u> details that provide information about the <u>setting</u>, the <u>mood</u> created by the <u>setting</u>, and ways in which the <u>setting</u> affects <u>characters</u> Assessment limits: Details that create the <u>setting</u> and/or <u>mood</u> in the text or a portion of the text Connections among the <u>characters</u>, the <u>setting</u>, and the <u>mood</u> in the text or a portion of the text</p> <p>4. <u>Analyze characterization</u> Assessment limits: <u>Character</u>'s traits based on what character says, does, and thinks and what other <u>characters</u> or the narrator says <u>Character</u>'s motivations <u>Character</u>'s personal growth and development</p> <p>5. <u>Analyze</u> relationships between and among <u>characters</u>, <u>setting</u>, and events Assessment limits: In the text or a portion of the text or across multiple texts</p> <p>6. Identify and explain how the actions of the <u>character(s)</u> affect the <u>plot</u> Assessment limits: In the text or a portion of the text or across multiple texts</p>	<p>TM; All lessons. See Overview, p. 16, p. 17. Before Reading. TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</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>7. <u>Analyze</u> internal and/or external conflicts that motivate <u>characters</u> and those that advance the <u>plot</u> Assessment limits: In the text or a portion of the text</p> <p>8. Identify and explain the author's approach to issues of time in a narrative Assessment limits: <u>Flashback</u></p> <p>9. Identify and explain the <u>point of view</u> Assessment limits: Connections between <u>point of view</u> and meaning</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 13</p>
<p><u>Analyze</u> elements of poetry to facilitate understanding and interpretation</p> <p>1. Use structural features to distinguish among types of poems such as <u>haiku</u>, form/shape poetry, cinquain, etc.</p> <p>2. Identify and explain the meaning of words, lines, and stanzas Assessment limits: Literal versus figurative meaning</p> <p>3. Identify and explain how sound elements of poetry contribute to meaning Assessment limits: Rhyme, rhyme scheme <u>Alliteration</u> and other repetition <u>Onomatopoeia</u></p> <p>4. Identify and explain other poetic elements such as <u>setting</u>, <u>mood</u>, <u>tone</u>, etc., that contribute to meaning Assessment limits: Elements of grade-appropriate lyric and narrative poems that contribute to meaning</p>	<p>N/A</p> <p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Opportunities in Unit 5, Figurative Language, p. 112.</p> <p>TM: Opportunities in Unit 5, Figurative Language, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> elements of <u>drama</u> to facilitate understanding</p> <p>1. Use structural features to distinguish among types of plays</p> <p>2. Identify and explain the action of scenes and acts Assessment limits: Literal versus interpretive meaning</p> <p>3. Identify and explain how stage directions create <u>character</u> and movement</p> <p>4. Identify and explain stage directions and dialogue that help to create <u>character</u> Assessment limits: In the text or a portion of the text</p>	<p>For 1 – 4, N/A</p>
<p>Determine important ideas and messages in literary texts</p> <p>1. <u>Analyze</u> main ideas and universal themes Assessment limits: Of the text or a portion of the text Experiences, emotions, issues, and ideas in a text that give rise to universal themes <u>Message</u>, moral, or lesson learned from the text</p> <p>2. <u>Analyze</u> similar themes across multiple texts Assessment limits: Experiences, emotions, issues, and ideas across texts that give rise to universal themes</p> <p>3. <u>Paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>4. <u>Summarize</u> Assessment limits: The text or a portion of the text</p> <p>5. Identify and explain personal connections to the text Assessment limits: Connections between personal experiences and the <u>theme</u> or main ideas</p> <p>6. Explain the implications of the text for the reader and/or society Assessment limits: Ideas and issues of a text that may have implications for the reader</p>	<p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>N/A</p> <p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading.</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>
<p><u>Analyze</u> the author’s purposeful use of language</p> <p>1. <u>Analyze</u> specific words and phrases that contribute to meaning Assessment limits: Significant words and phrases (e.g., idioms, <u>colloquialisms</u>, etc.) with a specific effect on meaning Denotations of above-grade-level words used in context Connotations of grade-appropriate words and phrases in context</p> <p>2. <u>Analyze</u> words and phrases that create <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p>3. Identify and explain <u>figurative language</u> that contributes to meaning Assessment limits: In the text or a portion of the text</p> <p>4. <u>Analyze</u> how sensory language contributes to meaning Assessment limits: Specific words and phrases in the text or a portion of the text</p> <p>5. <u>Analyze</u> how repetition and exaggeration contribute to meaning Assessment limits: In the text or a portion of the text</p>	<p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p> <p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>Read critically to evaluate literary texts</p> <p>1. Determine and explain the <u>plausibility</u> of the <u>characters</u>’ actions and the <u>plot</u> Assessment limits: In the text or a portion of the text</p> <p>2. Identify and explain questions left unanswered by the text Assessment limits: Questions and predictions about events, situations, and conflicts that might occur if the text were extended</p> <p>3. Identify and explain the relationship between a <u>literary text</u> and its historical and/or social context Assessment limits: Implications of the historical or social context on a <u>literary text</u></p> <p>4. Identify and explain the relationship between the structure and the purpose of the text</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>N/A</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 4.0 Writing Topic A: Writing	
<p>Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>1. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> Evaluate topics for personal relevance, scope, and feasibility Begin a coherent plan for developing ideas Explore and evaluate relevant sources of information <p>2. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> Organize information logically Use effective organizational structures Select or eliminate information as appropriate Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences as necessary 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>1. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose to develop an awareness of voice and <u>tone</u></p> <p>2. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using vivid language such as <u>imagery</u>, <u>figurative language</u>, and sound elements</p> <p>3. Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within a paragraph</p> <p>4. Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <ul style="list-style-type: none"> Support, modify, or disagree with a position and generate convincing evidence to support it Consider the effectiveness of <u>diction</u>, audience appeal, and organization <p>5. Use <u>connotation</u>, repetition, and <u>figurative language</u> to control audience emotion and reaction</p> <ul style="list-style-type: none"> Use authoritative citations Use writing-to-learn strategies such as dialect journals, quickwrites, and mindmaps to make connections between learning and prior knowledge <p>6. Manage time and process when writing for a given purpose</p>	<p>For 1 – 6, 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>Compose texts using the revising and editing strategies of effective writers and speakers</p> <ol style="list-style-type: none"> 1. Revise texts for clarity, completeness, and effectiveness <ul style="list-style-type: none"> Eliminate redundant and irrelevant words and ideas Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices Coordinate equal ideas within a sentence Subordinate less important ideas within a sentence using phrases and clauses Maintain consistent person, number and tense Modify sentences from passive to active voice Vary sentence types and lengths to clarify and extend meaning and to develop <u>style</u> 2. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate and conventions such as capitalization, punctuation, spelling, and pronunciation <ul style="list-style-type: none"> Self edit Peer edit Dictionary Thesaurus Spell checker Language handbook Grammar checker 3. Prepare the final product for presentation to an audience 	<p>For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Identify how language choices in writing and speaking affect thoughts and feelings</p> <ol style="list-style-type: none"> 1. Use precise word choice, formal to informal, based on audience, situation, or purpose 2. Consider the connotative and/or denotative meanings of words when selecting vocabulary 3. Consider how word choices affect the audience 	<p>For 1 – 3, 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>Assess the effectiveness of choice of details, organizational pattern, word choice, <u>syntax</u>, use of <u>figurative language</u>, and rhetorical devices in the student's own composing</p> <p>1. Assess the effectiveness of <u>diction</u> that reveals his or her purpose Language appropriate for a particular audience Language suitable for a given purpose Words/phrases/sentences that extend meaning in a given context</p> <p>2. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>3. Evaluate the use of transitions in a text</p>	<p>For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Explain how textual changes alter <u>tone</u>, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>1. Identify the <u>tone</u> of one's own writing, and revise word choice to modify <u>tone</u> in order to address a given purpose and/or audience</p> <p>2. Justify revisions in <u>syntax</u> and <u>diction</u> from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>For 1-2, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Locate, retrieve and use information from various sources to accomplish a purpose</p> <p>1. Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p>2. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p> <p>3. Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information Appropriate strategies for taking notes Appropriate strategies for organizing source information or notes Information to include or exclude when using a note taking method Advantages, disadvantages, or limitations of a given <u>strategy</u> or procedure for recording or organizing information Advantages, disadvantages, or limitations of a sources of information such as <u>bias</u>, accuracy, availability, variety currency Use a recognized format for documentation such as MLA</p>	<p>For 1-3, 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>4. <u>Synthesize</u> information from two or more sources to fulfill a self-selected or given purpose</p> <p>5. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<p>For 4-5, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Standard 5.0 Controlling Language Topic A: Grammar</p>	
<p>Recognize elements of grammar in personal and academic reading</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>Recognize, recall, and use grammar concepts and skills to strengthen control of oral and written language</p> <p>1. Recognize the meaning, position, form, and function of words when identifying grammatical concepts such as indefinite pronouns, perfect verb tenses, conjunctive adverbs, and correlative conjunctions</p> <p>2. Combine sentences using knowledge of subjects and predicates, logical placement of modifiers, and logical coordination, subordination, and sequencing of ideas</p> <p>3. Differentiate grammatically complete sentences from non-sentences, including fused sentences</p> <p>4. Compose simple, compound, complex, and compound-complex sentences using independent and dependent clauses, transitions, conjunctions, and appropriate punctuation to connect ideas</p>	<p>For 1 – 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Topic B: Usage</p>	
<p>Recognize examples of conventional usage in personal and academic reading</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>
<p>Comprehend and apply standard English usage in oral and written language</p> <ol style="list-style-type: none"> 1. Apply appropriate subject/verb agreement such as with collective nouns, indefinite pronouns, and inverted word order 2. Apply consistent and appropriate use of the principal parts of regular and irregular verbs; person, number, and case of pronouns; pronoun/antecedent agreement; and degrees of comparison of modifiers 3. Recognize and correct common usage errors such as misplaced modifiers; incorrect use of verbs; double negatives; and commonly confused words such as <i>accept - except</i> 4. Use available resources to correct or confirm editorial choices 5. Explain editorial choices 	<p>For 1 – 5, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Topic C: Mechanics	
<p>Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and 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>Apply standard English punctuation and capitalization in written language</p> <ol style="list-style-type: none"> 1. Use commas and semicolons correctly such as in a compound sentence 2. Use parentheses and dashes correctly 3. Use appropriate punctuation for special formats such as e-mails, bulleted lists, letters, memos, citations, and outlines 4. Use a colon to introduce a list 	<p>For 1 – 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Explain editorial choices involving mechanics</p>	<p>N/A</p>
Topic D: Spelling	
<p>Recognize conventional spelling in and through personal and academic reading</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. 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>
Apply conventional spelling in written language 1. Use conventional spelling in personal writing 2. Develop self-monitoring strategies for frequently misspelled words 3. Use suitable traditional and electronic resources as a spelling aid	For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Maintain a personal list of words to use in editing original writing	N/A
Topic E: Handwriting	
Produce writing that is legible to the audience 1. Write fluidly and legibly in manuscript and cursive 2. Use word processing technology when appropriate	For 1 – 2, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 6.0 Listening Topic A: Listening	
Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes 1. Attend to the speaker 2. Ask appropriate questions 3. Contribute relevant comments 4. Relate prior knowledge 5. Use note-taking to assist listening when appropriate 6. Maintain visual contact with the speaker 7. Maintain focus by identifying and managing barriers to listening	For 1 – 7, 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>Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <ol style="list-style-type: none"> 1. Elaborate on the information and ideas presented 2. Make inferences or draw conclusions based on the presentation 3. Determine speaker’s attitude through verbal and non-verbal cues such as <u>tone</u> of voice, inflections, body language, facial expressions 4. Explain how the effects of language contribute to meaning 5. Provide constructive feedback to speakers concerning the delivery as well as its overall impact upon the listeners 	<p>For 1 – 5, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Standard 7.0 Speaking Topic A: Speaking</p>	
<p>Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <ol style="list-style-type: none"> 1. Identify the purpose, audience, and <u>setting</u> for a presentation 2. Identify the needs and perspectives of the audience 3. Select and plan for appropriate use of visual aids 4. Select the topic of an oral presentation 5. Gather/construct adequate support 6. Identify and use a variety of organization structures such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast 	<p>For 1 – 6, 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 – Gold Level
Correlated to the
Maryland 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 Maryland 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 1.0 General Reading Processes Topic C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.	
Read orally at an appropriate rate 1. Read familiar text at a rate that is conversational and consistent	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression 1. Apply knowledge of word structures and patterns to read with automaticity Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately 2. Increase sight words read fluently	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
Topic D : Vocabulary Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.	
Develop and apply vocabulary through exposure to a variety of texts 1. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and <u>informational texts</u> 2. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation	TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Apply a conceptual understanding of new words</p> <ol style="list-style-type: none"> 1. Classify and categorize increasingly complex words into sets and groups 2. Explain relationships between and among words 	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Understand, acquire, and use new vocabulary</p> <ol style="list-style-type: none"> 1. Use context to determine the meanings of words Assessment limits: Above grade-level words used in context Words with multiple meanings 2. Use word structure to determine the meaning of words 3. Use resources to confirm definitions and gather further information about words 4. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression 	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: p. 23 Library, (During Reading)</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>Topic E: General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).</p>	
<p>Apply comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <ol style="list-style-type: none"> 1. Listen to critically, read, and discuss texts representing diversity in content, <u>culture</u>, authorship, and <u>perspective</u>, including areas such as race, gender, disability, religion, and socio-economic background 2. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres 3. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Use strategies to prepare for reading (before reading)</p> <p>Select and apply appropriate strategies to prepare for reading the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p>Use strategies to make meaning from text (during reading)</p> <p>Select and apply appropriate strategies to make meaning from text during reading</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Use strategies to demonstrate understanding of the text (after reading)</p> <p>Identify and explain the main idea Assessment limits: Of the text or a portion of the text</p> <p>Identify and explain information directly stated in the text Assessment limits: In the text or a portion of the text</p> <p>Draw inferences and/or conclusions and make generalizations Assessment limits: From the text or a portion of the text</p> <p>Confirm, refute, or make predictions Assessment limits: The development, topics, or ideas that might logically be included if the text were extended</p> <p><u>Summarize or paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>Connect the text to prior knowledge or personal experience Assessment limits: Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</p>	<p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p> <p>TM: Unit 4, Making Inferences, p. 90.</p> <p>TM: In lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
Standard 2.0 Comprehension of Informational Text Topic A: Comprehension of Informational Text	
<p>Apply comprehension skills by selecting, reading, and interpreting a variety of print and non-print <u>informational texts</u>, including electronic media</p> <p>Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, <u>trade books</u>, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts Assessment limits: Grade-appropriate primary and secondary texts</p>	<p>TM: Opportunities in some lessons. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. 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>Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p>Assessment limits: Grade-appropriate workplace and real-world documents</p> <p>Select and read to gain information from personal interest materials such as books, magazines, cookbooks, catalogs, web sites, and other online materials</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p><u>Analyze</u> text features to facilitate understanding of <u>informational texts</u></p> <p><u>Analyze</u> print features that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> graphic aids that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> informational aids that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> organizational aids that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> online features that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> the relationship between the text features and the content of the text as a whole</p> <p>Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Apply knowledge of organizational patterns of <u>informational text</u> to facilitate understanding</p> <p><u>Analyze</u> the organizational patterns of texts such as sequential and/or chronological order, cause/effect, problem/solution, similarities/differences, description, main idea and supporting details, order of importance, transition or signal words and phrases that indicate the organizational pattern Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> the contribution of the organizational pattern to clarify or reinforce meaning and support the author’s purpose and/or argument Assessment limits: In the text or a portion of the text</p> <p>Use organizational structure to locate specific information</p>	<p>TM: Unit 3, Cause and Effect, p. 68.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p><u>Analyze important ideas and messages in informational texts</u></p> <p>Identify and explain the author’s/text’s purpose and intended audience Assessment limits: Purpose of the author or the text or a portion of the text Connections between the text and the intended audience</p> <p>Identify and explain the author’s argument, viewpoint, or <u>perspective</u> Assessment limits: In the text or a portion of the text</p> <p>State and support main ideas and messages Assessment limits: In the text or a portion of the text</p> <p><u>Summarize</u> or <u>paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>Identify and explain information or ideas peripheral to the main idea or <u>message</u> Assessment limits: In the text or a portion of the text</p> <p>Explain relationships between and among ideas Assessment limits: In the text or a portion of the text Relationships between and among ideas within a text or across multiple texts</p>	<p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p> <p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Synthesize</u> ideas from text Assessment limits: From one text or a portion of the text or across multiple texts</p> <p>Distinguish between a fact and an opinion Assessment limits: In one or more texts or a portion of a text</p> <p>Explain how someone might use the text Assessment limits: Application of the text for personal use or content-specific use Topics and ideas within a text or across texts that may have implications for readers or contemporary society</p> <p>Connect the text to prior knowledge or experience Assessment limits: Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text.</p>	<p>TM: In lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>N/A</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p><u>Analyze</u> purposeful use of language</p> <p><u>Analyze</u> specific word choice that contributes to the meaning and/or creates <u>style</u> Assessment limits: Significant words and phrases (e.g., <u>figurative language</u>, idioms, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context Discernible styles such as persuasive, informal, formal, etc.</p> <p><u>Analyze</u> specific language choices to determine <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> repetition and variation of specific words and phrases that contribute to meaning Assessment limits: In the text or a portion of the text</p>	<p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Read critically to evaluate <u>informational text</u></p> <p><u>Analyze</u> the extent to which the text fulfills the reading purpose Assessment limits: Connections between the content of the text and the purpose for reading</p>	N/A
<p><u>Analyze</u> the extent to which the structure and text features clarify the purpose and the information Assessment limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</p>	N/A
<p><u>Analyze</u> the text and its information for reliability Assessment limits: Connections between the credentials of the author and the information in the text Currency of the information in the text Verification of information across multiple sources</p>	N/A
<p><u>Analyze</u> the author’s argument or position for clarity and/or <u>bias</u> Assessment limits: Evidence of opposing points of view</p>	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
<p><u>Analyze</u> additional information that would clarify or strengthen the author’s argument or viewpoint Assessment limits: Information that would enhance or clarify the reader’s understanding of the main idea of the text or a portion of the text</p>	N/A
<p><u>Analyze</u> language and other techniques intended to persuade the reader Assessment limits: Significant words and phrases that have an emotional appeal</p>	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 3.0 Comprehension of Literary Text Topic A: Comprehension of Literary Text	
<p>Apply comprehension skills by reading and <u>analyzing</u> a variety of self-selected and assigned literary texts including print and non-print</p> <p>Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, <u>ethnicities</u>, and time periods</p> <p>Listen to critically, read, and discuss a variety of literary forms and genres</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. 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 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.</p>
<p><u>Analyze</u> text features to facilitate understanding of literary texts</p> <p><u>Analyze</u> text features that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p><u>Analyze</u> elements of narrative texts to facilitate understanding and interpretation</p> <p>Distinguish among types of grade-appropriate narrative such as short stories, <u>folklore</u>, realistic fiction, science fiction, historical fiction, fantasy, essays, biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p>Assessment limits: Grade-appropriate narrative texts</p> <p><u>Analyze</u> the events of the <u>plot</u></p> <p>Assessment limits: Exposition, rising action, climax, and resolution</p> <p><u>Analyze</u> details that provide information about the <u>setting</u>, the <u>mood</u> created by the <u>setting</u>, and ways in which the <u>setting</u> affects <u>characters</u></p> <p>Assessment limits: Details that create the <u>setting</u> and/or <u>mood</u> in the text or a portion of the text Connections among the <u>characters</u>, the <u>setting</u>, and the <u>mood</u> in the text or a portion of the text</p> <p><u>Analyze</u> <u>characterization</u></p> <p>Assessment limits: <u>Character</u>'s traits based on what character says, does, and thinks and what other <u>characters</u> or the narrator says <u>Character</u>'s motivations <u>Character</u>'s personal growth and development</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. 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.</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 list, p. 22.</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 list, p. 22.</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 list, p. 22.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> relationships between and among <u>characters</u>, <u>setting</u> and events Assessment limits: In the text or a portion of the text or across multiple texts</p> <p><u>Analyze</u> the actions of <u>characters</u> that serve to advance the <u>plot</u> Assessment limits: In the text or a portion of the text or across multiple texts</p> <p><u>Analyze</u> internal and/or external conflicts that motivate <u>characters</u> and those that advance the <u>plot</u> Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> the author’s approach to issues of time in a narrative Assessment limits: <u>Flashback</u> Foreshadowing</p> <p><u>Analyze</u> the <u>point of view</u> Assessment limits: Connections between <u>point of view</u> and meaning Conclusions about the narrator based on his/her thoughts and/or observations</p> <p><u>Analyze</u> the interactions among narrative elements and their contribution to meaning Assessment limits: Connections among narrative elements and meaning</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 list, p. 22.</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 list, p. 22.</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 list, p. 22.</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 list, p. 22.</p> <p>TM: Unit 5, Recognizing Viewpoint: Persuasion, p. 134.</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 list, p. 22.</p>
<p><u>Analyze</u> elements of poetry to facilitate understanding and interpretation Use structural features to distinguish among types of poetry such as ballad, narrative, lyric</p> <p><u>Analyze</u> language and structural features to determine meaning Assessment limits: Literal versus figurative meaning</p> <p><u>Analyze</u> sound elements of poetry that contribute to meaning Assessment limits: Rhyme, rhyme scheme <u>Alliteration</u> and other repetition <u>Onomatopoeia</u></p> <p>Identify and explain other poetic elements such as <u>setting</u>, <u>mood</u>, <u>tone</u>, etc., that contribute to meaning Assessment limits: Elements of grade-appropriate lyric and narrative poems that contribute to meaning</p>	<p>N/A</p> <p>TM; Unit 5, Figurative Language, p. 112.</p> <p>TM: Opportunities in Unit 5, Figurative Language, p. 112.</p> <p>TM: Opportunities in Unit 5, Figurative Language, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> elements of <u>drama</u> to facilitate understanding Use structural features to distinguish among types of plays</p> <p><u>Analyze</u> the action of individual scenes and acts and their relationship to the <u>plot</u> Assessment limits: Literal versus interpretive meaning</p> <p><u>Analyze</u> how stage directions affect dialogue, <u>characters</u>, and <u>plot</u> Assessment limits: In the text or a portion of the text</p>	<p>For drama – N/A</p>
<p>Determine important ideas and messages in literary texts</p> <p><u>Analyze</u> main ideas and universal themes Assessment limits: Of the text or a portion of the text Experiences, emotions, issues, and ideas in a text that give rise to universal themes</p> <p><u>Analyze</u> similar themes across multiple texts Assessment limits: Experiences, emotions, issues, and ideas across texts that give rise to universal themes</p> <p><u>Summarize</u> or <u>paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>Reflect on and explain personal connections to the text Assessment limits: Connections between personal experiences and the <u>theme</u> or main ideas</p> <p>Explain the implications of the text for the reader and/or society Assessment limits: Ideas and issues of a text that may have implications for the reader</p>	<p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</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>
<p><u>Analyze</u> the author’s purposeful use of language</p> <p><u>Analyze</u> how specific language choices contribute to meaning Assessment limits: Significant words (e.g., idioms, <u>colloquialisms</u>, etc.) with a specific effect on meaning Denotations of above-grade-level words used in context Connotations of grade-appropriate words and phrases in context</p> <p><u>Analyze</u> language choices that create <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> figurative language that contributes to meaning and/or creates <u>style</u> Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> imagery that contributes to meaning and/or creates <u>style</u> Assessment limits: Specific words and phrases in the text or a portion of the text</p> <p><u>Analyze</u> elements of <u>style</u> and their contribution to meaning Assessment limits: Common elements of <u>style</u> such as repetition, <u>hyperbole</u> and rhetorical questions</p>	<p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p> <p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>Read critically to evaluate literary texts</p> <p><u>Analyze</u> the <u>plausibility</u> of the <u>plot</u> and the credibility of the <u>characters</u> Assessment limits: In the text or a portion of the 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 list, p. 22.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> the extent to which the text contains ambiguities, subtleties, or contradictions Assessment limits: Questions and predictions about events, situations, and conflicts that might occur if the text were extended</p>	N/A
<p><u>Analyze</u> the relationship between a <u>literary text</u> and its historical and/or social context Assessment limits: Implications of the historical or social context on a <u>literary text</u></p>	N/A
<p><u>Analyze</u> the relationship between the structure and the purpose of the text</p>	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Standard 4.0 Writing Topic A: Writing	
<p>Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>1. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas</p> <ul style="list-style-type: none"> Evaluate topics for personal relevance, scope, and feasibility Begin a coherent plan for developing ideas Explore and evaluate relevant sources of information <p>2. Select, organize, and develop ideas appropriate to topic, audience, and purpose</p> <ul style="list-style-type: none"> Organize information logically Use techniques such as graphic organizers and signal words to complete and clarify organizational structures Verify the effectiveness of paragraph development by modifying topic, support and concluding sentences as necessary 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>1. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal <u>style</u> and a clear, intentional, and consistent voice and <u>tone</u></p> <p>2. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>Compose to inform using relevant support and a variety of appropriate organizational structures and signal words within and between paragraphs</p> <p>Compose to persuade by supporting, modifying, or disagreeing with a position, using effective rhetorical strategies</p> <p>Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust</p> <p>Organize ideas to construct a logical progression</p> <p>Use <u>diction</u> and <u>syntax</u> that is sincere, honest, and trustworthy</p> <p>Use <u>connotation</u>, repetition, parallelism, and <u>figurative language</u> to control audience emotion and reaction</p> <p>Use authoritative citations when effective and document appropriately</p> <p>Use writing-to-learn strategies such as reflective and metacognitive writing to set goals, make discoveries, and make connections among learned ideas</p> <p>Manage time and process when writing for a given purpose</p>	<p>For this section, 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>Compose texts using the revising and editing strategies of effective writers and speakers</p> <ul style="list-style-type: none"> Revise texts for clarity, completeness, and effectiveness Eliminate redundant and irrelevant words and ideas Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and balanced Clarify meaning and purpose by using active voice and consistent person, number, tense, and <u>mood</u> <p>Vary sentence types and lengths to clarify and extend meaning and to develop <u>style</u></p> <p>Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate and conventions such as capitalization, punctuation, spelling, and pronunciation</p> <ul style="list-style-type: none"> Self edit Peer edit Dictionary Thesaurus Spell checker Language handbook Grammar checker <u>Style</u> book <p>Prepare the final product for presentation to an audience</p>	<p>For this section, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>Identify how language choices in writing and speaking affect thoughts and feelings</p> <p>Use precise word choice, formal to informal, based on audience, situation, or purpose</p> <p>Make effective decisions regarding word choice according to connotative and denotative meanings</p> <p>Consider how readers or listeners might respond differently to the same words</p>	<p>For this section, 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>Assess the effectiveness of choice of details, organizational pattern, word choice, <u>syntax</u>, use of <u>figurative language</u>, and rhetorical devices in the student's own composing</p> <p>Assess the effectiveness of <u>diction</u> that reveals his or her purpose</p> <p>Language appropriate for a particular audience</p> <p>Language suitable for a given purpose</p> <p>Words/phrases/sentences that extend meaning in a given context</p> <p>Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>Evaluate the use of transitions in a text</p>	<p>For this section, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>Evaluate textual changes in a work and explain how these changes alter <u>tone</u>, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>Alter the <u>tone</u> of one's own writing by revising its <u>diction</u> for a specific purpose and/or audience</p> <p>Justify revisions in <u>syntax</u> and <u>diction</u> from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>For this section, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>Locate, retrieve and use information from various sources to accomplish a purpose</p> <p>Identify, evaluate, and use sources of information on a self-selected and/or given topic</p> <p>Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p> <p>Use appropriate note taking procedures, organizational strategies, and proper documentation of sources of information</p> <p>Appropriate strategies for taking notes</p> <p>Appropriate strategies for organizing source information or notes</p> <p>Information to include or exclude when using a note taking method</p> <p>Advantages, disadvantages, or limitations of a given <u>strategy</u> or procedure for recording or organizing information</p> <p>Advantages, disadvantages, or limitations of a sources of information such as <u>bias</u>, accuracy, availability, variety currency</p> <p>Use a recognized format for documentation such as MLA</p> <p><u>Synthesize</u> information from two or more sources to fulfill a self-selected or given purpose</p> <p>Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<p>For this section, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 5.0 Controlling Language Topic A: Grammar	
Recognize elements of grammar in personal and academic reading	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Apply knowledge of grammar concepts and skills to control oral and written language</p> <ol style="list-style-type: none"> 1. Consider the meaning, position, form, and function of words when identifying and using grammatical concepts such as verbal and verbal phrases (gerunds, participles, and infinitives), reflexive and intensive pronouns, progressive forms of verbs, and active and passive voice 2. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas 3. Differentiate grammatically complete sentences from non-sentences, including comma splices 4. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas 	<p>For 1 – 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Topic B: Usage	
Recognize examples of conventional usage in personal and academic reading	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Comprehend and apply standard English usage in oral and written language</p> <ol style="list-style-type: none"> 1. Apply appropriate subject/verb agreement such as agreement involving words of amount, time, and money 2. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases 3. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs, double negatives; and commonly confused words such as <i>accept - except</i> 4. Use available resources to correct or confirm editorial choices 5. Explain editorial choices 	<p>For 1 – 5, 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>
Topic C: Mechanics	
Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Apply standard English punctuation and capitalization in written language</p> <ol style="list-style-type: none"> 1. Use commas and semicolons correctly such as in a compound sentence joined by a conjunctive adverb 2. Use an apostrophe to designate possession with indefinite pronouns and adjectives 3. Use correctly the mechanics of writing 4. Use a colon to introduce a list 	For 1 – 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Explain editorial choices involving mechanics	N/A
Topic D: Spelling	
Recognize conventional spelling in and through personal and academic reading	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Apply conventional spelling in written language</p> <ol style="list-style-type: none"> 1. Use conventional spelling in personal writing 2. Develop self-monitoring strategies for frequently misspelled words 3. Use suitable traditional and electronic resources as a spelling aid 	For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Maintain a personal list of words to use in editing original writing	N/A
Topic E: Handwriting	
<p>Produce writing that is legible to the audience</p> <ol style="list-style-type: none"> 1. Write fluidly and legibly in manuscript and cursive 2. Use word processing technology when appropriate 	For 1 – 2, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 6.0 Listening Topic A: Listening	
<p>Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</p> <ol style="list-style-type: none"> 1. Use criteria to evaluate oral presentations such as purpose, delivery techniques, content, visual aids, body language, and facial expressions 2. Gather information from listening to a speaker 3. Use memory techniques for various listening tasks 	<p>For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <ol style="list-style-type: none"> 1. Ask relevant questions concerning the speaker’s content, delivery, and purpose 2. Determine a speaker’s purpose and viewpoint 3. Interpret the speech or performance or presentation 4. Make inferences or draw conclusions based on the presentation 5. Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery as well as its overall impact upon the listeners 	<p>For 1 – 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>N/A</p>
Standard 7.0 Speaking Topic A: Speaking	
<p>Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <ol style="list-style-type: none"> 1. Select the purpose and format for an oral presentation 2. Evaluate the needs and perspectives of the audience 3. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements 4. Use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast that are appropriate to the purpose and topic 	<p>For 1 – 4, 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
Maryland 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 Maryland 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
<p>Standard 1.0 General Reading Processes Topic C. Fluency Students will read orally with accuracy and expression at a rate that sounds like speech.</p>	
<p>Read orally at an appropriate rate</p> <p>1. Read familiar and <u>independent level text</u> at a rate that is conversational and consistent</p> <p>Read <u>instructional level text</u> that is challenging yet manageable</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p>Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression</p> <p>Apply knowledge of word structures and patterns to read with automaticity Demonstrate appropriate use of phrasing Attend to sentence patterns and structures that signal meaning in text Use punctuation cues to guide meaning and expression Use pacing and intonation to convey meaning and expression Adjust intonation and pitch appropriately</p> <p>Increase sight words read fluently</p>	<p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Topic D : Vocabulary</p> <p>Students will use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.</p>	
<p>Develop and apply vocabulary through exposure to a variety of texts</p> <p>1. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and <u>informational texts</u></p> <p>2. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Apply and refine a conceptual understanding of new words</p> <p>1. Classify and categorize increasingly complex words</p> <p>2. Explain relationships between and among words</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Understand, acquire, and use new vocabulary</p> <p>1. Use context to determine the meanings of words</p> <p>Assessment limits: Above grade-level words used in context Words with multiple meanings</p> <p>2. Use word structure to determine the meaning of words</p> <p>3. Use resources to confirm definitions and gather further information about words</p> <p>Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: p. 23 Library, (During Reading)</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Topic E: General Reading Comprehension Students will use a variety of strategies to understand what they read (construct meaning).</p>	
<p>Apply and refine comprehension skills through exposure to a variety of print and non-print texts, including traditional print and electronic texts</p> <p>Listen to critically, read, and discuss texts representing diversity in content, <u>culture</u>, authorship, and <u>perspective</u>, including areas such as race, gender, disability, religion, and socio-economic background</p> <p>Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres</p> <p>Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connection ^s</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Use strategies to prepare for reading (before reading)</p> <p>Select and apply appropriate strategies to prepare for reading the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p>Use strategies to make meaning from text (during reading)</p> <p>Select and apply appropriate strategies to make meaning from text during reading</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Use strategies to demonstrate understanding of the text (after reading)</p> <p>Identify and explain the main idea or argument Assessment limits: Of the text or a portion of the text</p> <p>Identify and explain information directly stated in the text Assessment limits: In the text or a portion of the text</p> <p>Draw inferences and/or conclusions and make generalizations Assessment limits: From the text or a portion of the text</p> <p>Confirm, refute, or make predictions Assessment limits: The development, topics, or ideas that might logically be included if the text were extended</p> <p><u>Summarize or paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>Connect the text to prior knowledge or personal experience Assessment limits: Prior knowledge or experience that clarifies, extends, or challenges the ideas and/or information in the text or a portion of the text</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p> <p>TM: Unit 3, Making Inferences, p. 68.</p> <p>TM: In lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 2.0 Comprehension of Informational Text Topic A: Comprehension of Informational Text	
<p>Apply and refine comprehension skills by selecting, reading, and <u>analyzing</u> a variety of print and non-print <u>informational texts</u>, including electronic media</p>	<p>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</p>
<p>Read, use, and identify the characteristics of primary and secondary sources of academic information such as textbooks, <u>trade books</u>, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials, and online materials, other appropriate content-specific texts</p> <p>Assessment limits: Grade-appropriate primary and secondary texts</p>	<p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Read, use, and identify the characteristics of workplace and other real-world documents such as sets of directions, science investigations, atlases, posters, flyers, forms, instructional manuals, menus, pamphlets, rules, invitations, recipes, advertisements, other functional documents</p> <p>Assessment limits: Grade-appropriate workplace and real-world documents</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>Select and read to gain information from personal interest materials such as books, pamphlets, how-to manuals, magazines, web sites, and other online materials</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>
<p><u>Analyze</u> text features to facilitate and extend understanding of <u>informational texts</u></p> <p><u>Analyze</u> print features that contribute to meaning Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> graphic aids that contribute to meaning Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> informational aids that contribute to meaning Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> organizational aids that contribute to meaning Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> online features that contribute to meaning Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> the relationship between the text features and the content of the text as a whole Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Apply knowledge of organizational patterns of <u>informational text</u> to facilitate understanding and analysis</p> <p><u>Analyze</u> the organizational patterns of texts such as common organizational patterns, transition or signal words and phrases that indicate the organizational pattern Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> the contribution of the organizational pattern to clarify or reinforce meaning and support the author’s purpose and/or argument Assessment limits: In the text or a portion of the text</p> <p><u>Analyze</u> shifts in organizational patterns Assessment limits: Portions of text that illustrate a shift in organizational pattern</p> <p>Use organizational structure to locate specific information</p>	<p>TM: Unit 2, Cause and Effect, p. 46.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p><u>Analyze important ideas and messages in informational texts</u></p> <p><u>Analyze</u> the author’s/text’s purpose and intended audience Assessment limits: Purpose of the author or the text or a portion of the text Connections between the text and the intended audience</p> <p><u>Analyze</u> the author’s argument, viewpoint, or <u>perspective</u> Assessment limits: In the text or a portion of the text</p> <p>State and support main ideas and messages Assessment limits: In the text or a portion of the text</p> <p><u>Summarize</u> or <u>paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>Identify and explain information or ideas peripheral to the main idea or <u>message</u> Assessment limits: In the text or a portion of the text</p>	<p>TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> relationships between and among ideas Assessment limits: In the text or a portion of the text Relationships between and among ideas in one text or across multiple texts</p> <p><u>Synthesize</u> ideas from text Assessment limits: From one text or a portion of the text or across multiple texts</p> <p>Explain the implications of the text or how someone might use the text Assessment limits: Application of the text for personal use or content-specific use Issues and ideas within a text or across texts that may have implications for readers or contemporary society</p> <p>Connect the text to prior knowledge or experience Assessment limits: Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text</p>	<p>TM: Unit 1, Compare and Contrast, p. 24. Unit 2, Cause and Effect, p. 46.</p> <p>TM: In lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading</p>
<p><u>Analyze</u> purposeful use of language</p> <p>1. <u>Analyze</u> specific word choice that contributes to the meaning and/or creates <u>style</u> Assessment limits: Significant words and phrases (e.g., <u>figurative language</u>, idioms, <u>colloquialisms</u>, etc.) in the text or a portion of the text Connotations of grade-appropriate words in context Denotations of above-grade-level words in context Discernible styles such as persuasive, informal, formal, etc.</p> <p>2. <u>Analyze</u> specific language choices to determine <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p>3. <u>Analyze</u> the appropriateness of <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p>4. <u>Analyze</u> repetition and variation of specific words and phrases that contribute to meaning Assessment limits: In the text or a portion of the text</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Read critically to evaluate <u>informational text</u></p> <p>1. <u>Analyze</u> the extent to which the text or texts fulfill the reading purpose Assessment limits: Connections between the content of the text and the purpose for reading</p> <p>2. <u>Analyze</u> the extent to which the structure and text features clarify the purpose and the information Assessment limits: Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</p> <p>3. <u>Analyze</u> the text and its information for reliability Assessment limits: Connections between the credentials of the author and the information in the text Currency of the information in the text Verification of information across multiple sources</p> <p>4. <u>Analyze</u> the author’s argument or position for clarity and/or <u>bias</u> Assessment limits: Evidence of opposing points of view</p> <p>5. <u>Analyze</u> additional information that would clarify or strengthen the author’s argument or viewpoint Assessment limits: Information that would enhance or clarify the reader’s understanding of the main idea of the text or a portion of the text</p> <p>6. <u>Analyze</u> the effectiveness of persuasive techniques to sway the reader to a particular <u>point of view</u> Assessment limits: Significant words and phrases that have an emotional appeal</p> <p>7. <u>Analyze</u> the effect of elements of <u>style</u> on meaning Assessment limits: Stylistic elements (e.g., formal versus informal language, varied sentence structure, or the use of non-sentences</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p> <p>N/A</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 3.0 Comprehension of Literary Text Topic A: Comprehension of Literary Text	
<p>Refine comprehension skills by reading and <u>analyzing</u> a variety of self-selected and assigned literary texts including print and non-print</p> <p>1. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, <u>ethnicities</u>, and time periods</p> <p>2. Listen to critically, read, and discuss a variety of literary forms and genres</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library p. 22. 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 in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147.</p>
<p><u>Analyze</u> and evaluate text features to facilitate and extend understanding of literary texts</p> <p><u>Analyze</u> text features that contribute to meaning</p> <p>Assessment limits: In the text or a portion of the text</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p>
<p><u>Analyze</u> and evaluate elements of narrative texts to facilitate understanding and interpretation</p> <p>1. Distinguish among types of grade-appropriate narrative texts such as short stories, <u>folklore</u>, realistic fiction, science fiction, historical fiction, fantasy, essays, memoirs, biographies, autobiographies, personal narratives, plays, and lyric and narrative poetry</p> <p>Assessment limits: Grade-appropriate narrative texts</p> <p>2. <u>Analyze</u> the events of the <u>plot</u></p> <p>Assessment limits: Exposition, rising action, climax, and resolution</p> <p>3. <u>Analyze</u> details that provide information about the <u>setting</u>, the <u>mood</u> created by the <u>setting</u>, and the role the <u>setting</u> plays in the text</p> <p>Assessment limits: Details the create the <u>setting</u> and/or <u>mood</u> in the text or a portion of the text Connections among the <u>characters</u>, the <u>setting</u>, and the <u>mood</u> in the text or a portion of the text Connections between <u>setting</u> and <u>theme</u></p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p> <p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>4. <u>Analyze characterization</u> Assessment limits: <u>Character's</u> traits based on what character says, does, and thinks and what other <u>characters</u> or the narrator says <u>Character's</u> motivations <u>Character's</u> personal growth and development</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>
<p>5. <u>Analyze</u> relationships between and among <u>characters</u>, <u>setting</u>, and events Assessment limits: In the text or a portion of the text or across multiple texts</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>
<p>6. <u>Analyze</u> the actions of <u>characters</u> that serve to advance the <u>plot</u> Assessment limits: In the text or a portion of the text or across multiple texts</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>
<p>7. <u>Analyze</u> internal and/or external conflicts that motivate <u>characters</u> and those that advance the <u>plot</u> Assessment limits: In the text or a portion of the text</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>
<p>8. <u>Analyze</u> the author's approach to issues of time in a narrative Assessment limits: <u>Flashback</u> Foreshadowing</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>
<p>9. <u>Analyze</u> the <u>point of view</u> and its effect on meaning Assessment limits: Connections between <u>point of view</u> and meaning Conclusions about the narrator based on his/her thoughts and/or observations</p>	<p>TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112</p>
<p>10. <u>Analyze</u> the interactions among narrative elements and their contribution to meaning Assessment limits: Connections among narrative elements and meaning</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> and evaluate elements of poetry to facilitate understanding and interpretation</p> <p>1. Use structural features to distinguish among types of poetry such as ballad, narrative, lyric, elegy, etc.</p> <p>2. <u>Analyze</u> language and structural features to determine meaning Assessment limits: Literal versus figurative meaning</p> <p>3. <u>Analyze</u> sound elements of poetry that contribute to meaning Assessment limits: Rhyme, rhyme scheme <u>Alliteration</u> and other repetition <u>Onomatopoeia</u></p> <p>4. Identify and explain other poetic elements such as <u>setting</u>, <u>mood</u>, <u>tone</u>, etc., that contribute to meaning Assessment limits: Elements of grade-appropriate lyric and narrative poems that contribute to meaning</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p><u>Analyze</u> and evaluate elements of <u>drama</u> to facilitate understanding</p> <p>1. Use structural features to distinguish among types of plays</p> <p>2. <u>Analyze</u> structural features of <u>drama</u> that contribute to meaning Assessment limits: Literal versus interpretive meaning</p> <p>3. <u>Analyze</u> how dialogue and stage directions work together to create <u>characters</u> and <u>plot</u> Assessment limits: In the text or a portion of the text</p>	<p>TM: Opportunities. See Overview, p. 16, p. 17. Before Reading. p. 96.</p> <p>TM: Opportunities. See Overview, p. 16, p. 17. Before Reading. p. 96.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><u>Analyze</u> and interpret important ideas and messages in literary texts</p> <p>1. <u>Analyze</u> main ideas and universal themes Assessment limits: Of the text or a portion of the text Experiences, emotions, issues, and ideas in a text that give rise to universal themes</p> <p>2. <u>Analyze</u> similar themes across multiple texts Assessment limits: Experiences, emotions, issues, and ideas across texts that give rise to universal themes</p> <p>3. <u>Summarize</u> or <u>paraphrase</u> Assessment limits: The text or a portion of the text</p> <p>4. Reflect on and explain personal connections to the text Assessment limits: Connections between personal experiences and the <u>theme</u> or main ideas</p> <p>5. Explain the implications of the text for the reader and/or society Assessment limits: Ideas and issues of a text that may have implications for the reader</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</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><u>Analyze</u> the author’s purposeful use of language</p> <p>1. <u>Analyze</u> and evaluate how specific language choices contribute to meaning Assessment limits: Significant words (e.g., idioms, <u>colloquialisms</u>, etc.) with a specific effect on meaning Denotations of above-grade-level words used in context Connotations of grade-appropriate words and phrases in context</p> <p>2. <u>Analyze</u> and evaluate language choices that create <u>tone</u> Assessment limits: In the text or a portion of the text</p> <p>3. <u>Analyze</u> the appropriateness of a particular <u>tone</u> Assessment limits: Connections between <u>tone</u> and other narrative elements</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>4. <u>Analyze</u> and evaluate <u>figurative language</u> that contributes to meaning and/or creates <u>style</u> Assessment limits: In the text or a portion of the text</p> <p>5. <u>Analyze</u> <u>imagery</u> that contributes to meaning and/or creates <u>style</u> Assessment limits: Specific words and phrases that create sensory images or contribute to <u>style</u> in the text or a portion of the text</p> <p>6. <u>Analyze</u> elements of <u>style</u> and their contribution to meaning Assessment limits: Common elements of <u>style</u> such as repetition, <u>hyperbole</u> and rhetorical questions</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p> <p>N/A</p> <p>TM: Unit 4, Literary Devices, p. 90.</p>
<p>Read critically to evaluate literary texts</p> <p>1. <u>Analyze</u> and evaluate the <u>plausibility</u> of the <u>plot</u> and the credibility of the <u>characters</u> Assessment limits: In the text or a portion of the text</p> <p>2. <u>Analyze</u> and evaluate the extent to which the text contains ambiguities, subtleties, or contradictions Assessment limits: Questions and predictions about events, situations, and conflicts that might occur if the text were extended</p> <p>3. <u>Analyze</u> and evaluate the relationship between a <u>literary text</u> and its historical, social, and/or political context Assessment limits: Implications of the historical or social context on a <u>literary text</u></p> <p>4. <u>Analyze</u> the relationship between the structure and the purpose of the text Assessment limits: In the text or a portion of the text</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library, p. 22.</p> <p>N/A</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 4.0 Writing Topic A: Writing	
<p>Compose texts using the prewriting and drafting strategies of effective writers and speakers</p> <p>1. Use a variety of self-selected prewriting strategies to generate, select, narrow, and develop ideas Evaluate topic for personal relevance, scope, and feasibility Begin a coherent plan for developing ideas Explore and evaluate relevant sources of information</p> <p>2. Select, organize, and develop ideas appropriate to topic, audience, and purpose Organize information logically Use techniques such as graphic organizers and signal words to complete and clarify organizational structures Verify the effectiveness of paragraph development by modifying topic, support, and concluding sentences 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>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>Compose oral, written, and visual presentations that express personal ideas, inform, and persuade</p> <p>1. Compose to express personal ideas by experimenting with a variety of forms and techniques suited to topic, audience, and purpose in order to develop a personal <u>style</u>, a distinctive voice, and a deliberate <u>tone</u></p> <p>2. Describe in prose and/or poetic forms to clarify, extend, or elaborate on ideas by using evocative language and appropriate organizational structure to create a dominant impression</p> <p>3. Compose to inform using relevant support and appropriate organizational structures while maintaining an objective <u>perspective</u></p> <p>4. Compose to persuade by supporting, modifying, or refuting a position, using effective rhetorical strategies Write an assertion and use evidence that appeals to audience emotion, reasoning, or trust Organize ideas to construct a logical progression Use <u>diction</u> and <u>syntax</u> that is sincere, honest, and trustworthy Use <u>connotation</u>, repetition, and <u>figurative language</u> to control audience emotion and reaction Use authoritative citations when effective and document appropriately</p> <p>5. Use writing-to-learn strategies such as reflective journals, metacognitive writings, and projections based on reflections to <u>analyze</u> and <u>synthesize</u> thinking and learning</p> <p>6. Manage time and process when writing for a given purpose</p>	<p>For 1 - 6, 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>Compose texts using the revising and editing strategies of effective writers and speakers</p> <ol style="list-style-type: none"> 1. Revise texts for clarity, completeness, and effectiveness <ul style="list-style-type: none"> Eliminate redundant and irrelevant words and ideas Clarify meaning through the placement of antecedents, modifiers, connectors, and transitional devices Clarify the relationships among ideas through coordination and subordination that are purposeful, logical, succinct, and parallel Clarify meaning and purpose by using active voice and consistent person, number, tense, and <u>mood</u> Vary sentence types and lengths to clarify and extend meaning, to demonstrate <u>style</u>, and to sustain audience interest 2. Use suitable traditional or electronic resources to refine presentations and edit texts for effective and appropriate and conventions such as capitalization, punctuation, spelling, and pronunciation <ul style="list-style-type: none"> Self edit Peer edit Dictionary Thesaurus Spell checker Language handbook Grammar checker <u>Style</u> book 3. Prepare the final product for presentation to an audience 	<p>For 1 - 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>Identify how language choices in writing and speaking affect thoughts and feelings</p> <ol style="list-style-type: none"> 1. Choose a level of language, formal to informal, appropriate for a specific audience, situation, or purpose 2. Differentiate connotative from denotative meanings of words to make precise word choices 3. Consider how readers or listeners might respond differently to the same words 	<p>For 1 - 3, 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>Assess the effectiveness of choice of details, organizational pattern, word choice, <u>syntax</u>, use of <u>figurative language</u>, and rhetorical devices in the student's own composing</p> <p>1. Assess the effectiveness of <u>diction</u> that reveals his or her purpose Language appropriate for a particular audience Language suitable for a given purpose Words/phrases/sentences that extend meaning in a given context</p> <p>2. Explain how the specific language and expression used by the writer or speaker affects reader/listener response</p> <p>3. Evaluate the use of transitions and their effectiveness in a text</p>	<p>For 1 - 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<p>Evaluate textual changes in a work and explain how these changes alter <u>tone</u>, clarify meaning, address a particular audience, or fulfill a purpose</p> <p>1. Alter the <u>tone</u> of one's own writing by revising its <u>diction</u> for a specific purpose and/or audience</p> <p>2. Justify revisions in <u>syntax</u> and <u>diction</u> from a previous draft of his or her same text by explaining how the change affects meaning</p>	<p>For 1 - 2, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<p>Locate, retrieve and use information from various sources to accomplish a purpose</p> <p>1. Identify, evaluate, and use appropriate sources of information on a self-selected and/or given topic</p> <p>2. Use various information retrieval sources (traditional and/or electronic) to obtain information on a self-selected and/or given topic</p> <p>3. Use a systematic process for recording, documenting, and organizing this information Appropriate strategies for taking notes Appropriate strategies for organizing source information or notes Information to include or exclude when using a note taking method Advantages, disadvantages, or limitations of a given <u>strategy</u> or procedure for recording or organizing information Advantages, disadvantages, or limitations of a sources of information such as <u>bias</u>, accuracy, availability, variety currency Use a recognized format for documentation such as MLA</p> <p>4. <u>Synthesize</u> information from two or more sources to fulfill a self-selected or given purpose</p> <p>5. Use a recognized format to credit sources when paraphrasing, summarizing, and quoting to avoid plagiarism</p>	<p>For 1 - 5, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 5.0 Controlling Language Topic A: Grammar	
Recognize elements of grammar in personal and academic reading	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<p>Apply knowledge of grammar concepts and skills to control oral and written language</p> <ol style="list-style-type: none"> 1. Consider the meaning, position, form, and function of words when identifying and using all grammatical concepts 2. Combine and expand sentences by incorporating subjects, predicates, and modifiers and by logically coordinating, subordinating, and sequencing ideas 3. Differentiate grammatically complete sentences from non-sentences 4. Compose simple, compound, complex, and compound-complex sentences using independent, dependent, restrictive, and nonrestrictive clauses; transitions; conjunctions; and appropriate punctuation to connect ideas 	<p>For 1 - 4, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
Topic B: Usage	
Recognize examples of conventional usage in personal and academic reading	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<p>Comprehend and apply standard English usage in oral and written language</p> <ol style="list-style-type: none"> 1. Apply appropriate English usage, involving subject/verb agreement 2. Apply consistent and appropriate use of the person, number, and case of pronouns; pronoun/antecedent agreement; special pronoun problems such as who - whom, and incomplete constructions; active and passive voice; and verbal and verbal phrases 3. Recognize and correct common usage errors such as misplaced and dangling modifiers; incorrect use of verbs, double negatives; and commonly confused words such as <i>accept</i> - <i>except</i> 4. Use available resources to correct or confirm editorial choices 5. Explain editorial choices 	<p>For 1 - 5, 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>
Topic C: Mechanics	
Explain and justify the purpose of mechanics to make and clarify meaning in academic and personal reading and writing	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<p>Apply standard English punctuation and capitalization in written language</p> <ol style="list-style-type: none"> 1. Punctuate at the word level <ul style="list-style-type: none"> Hyphen Slash 2. Use the mechanics of writing correctly 3. Use available resources for all mechanics of writing rules that may be in flux 	For 1 - 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Explain editorial choices involving mechanics	N/A
Topic D: Spelling	
Recognize conventional spelling in and through personal and academic reading	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<p>Apply conventional spelling in written language</p> <ol style="list-style-type: none"> 1. Use conventional spelling in personal writing 2. Develop self-monitoring strategies for frequently misspelled words 3. Use suitable traditional and electronic resources as a spelling aid 	For 1 - 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Maintain a personal list of words to use in editing original writing	N/A
Topic E: Handwriting	
<p>Produce writing that is legible to the audience</p> <ol style="list-style-type: none"> 1. Write fluidly and legibly in manuscript and cursive 2. Use word processing technology when appropriate 	For 1 – 2, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard 6.0 Listening Topic A: Listening	
<p>Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes</p> <ol style="list-style-type: none"> 1. Respond to a speaker's cues appropriately 2. Identify regional and social language differences 3. Determine and apply criteria to evaluate oral presentations 	<p>For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>Demonstrate comprehension and literary analysis strategies and skills for a variety of listening purposes and settings</p> <ol style="list-style-type: none"> 1. Evaluate the effectiveness of the elements of the speech or performance or presentation 2. Interpret the speech or performance or presentation 3. <u>Analyze</u> a speaker's purpose and viewpoint 4. Identify and evaluate a speaker's stylistic devices such as clear organization, clear viewpoint, use of support, language appropriate to audience, topic appropriate to audience 5. Evaluate a speaker's credibility such as <u>bias</u>, hidden agendas, use of research/ information from reliable sources 6. Explain and support a personal response to an oral presentation 	<p>For 1 – 6, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
Standard 7.0 Speaking Topic A: Speaking	
<p>Demonstrate appropriate organizational strategies and delivery techniques to plan for a variety of oral presentation purposes</p> <ol style="list-style-type: none"> 1. Refine a presentation using varied media 2. Uses a combination of organizational structures such as narrative, cause and effect, chronological/sequential order, description, main idea with supporting details, problem/ solution, question/answer, comparison and contrast, making appropriate transitions within a presentation 3. Speak to persuade by including a well-defined thesis, differentiating fact from opinion, and support arguments with detailed evidence, examples, reasoning and persuasive language 	<p>For 1 – 3, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>