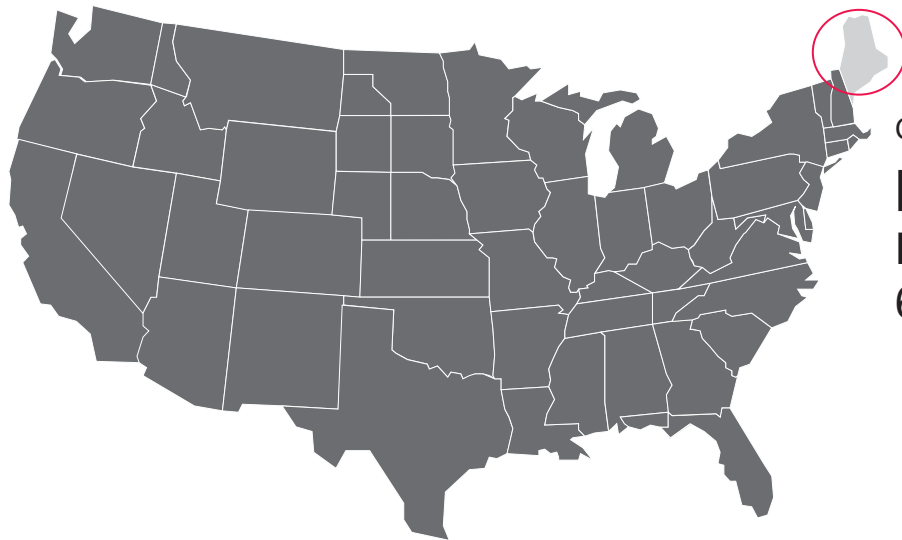


MCI Comprehension



Correlated to the:

Maine

English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Maine 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 Maine English Language Arts. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
Standard A: Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:	
Formulate questions to be answered while reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Reflect on what has been discovered and learned while reading, and formulate additional questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Identify specific devices an author uses to involve readers.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Bias, p. 134.
Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
Identify accurately both the author’s purpose and the author’s point of view.	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Bias, p. 134.
Summarize whole texts by selecting and summarizing important and representative passages.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	TM: All 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.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Explain orally and defend opinions formed while reading and viewing.	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.
Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	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.
Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	N/A
Standard B: Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:	
Demonstrate an understanding that people respond to literature in different and individual ways	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify specific interests and questions and pursue them by identifying pertinent literature and media	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify the main and subordinate characters in literary works	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience	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.
Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).	N/A
Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions)	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	TM: Opportunities. p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	TM: Opportunities. p. 15. Text Connections, p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	TM; Opportunities in some lessons See Overview, p. 16, p. 17. Before Reading. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, and drama) by drawing on their broad base of prior knowledge.	N/A
Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	TM: Unit 1, Main Idea and Details, p. 24.
Standard C: Language and Images Students will demonstrate an understanding of how words and images communicate. Students will be able to:	
Form conclusions regarding formal, informal, and other varieties of language use, based upon experience	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Understand factors that commonly affect language change and use.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style)	TM: p. 23 Library (During Reading)
Use knowledge of the fundamental parts of speech when writing and speaking	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the concept of propaganda.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard D. Informational Texts Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:	
Seek appropriate assistance when attempting to comprehend challenging text.	TM: In lessons. See Overview, p. 16, p. 18. During Reading.
Identify useful information organizing strategies.	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
Identify both the author's purpose and the author's point of view when reading expository information	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Bias, p. 134.
Identify different ways in which informational texts are organized.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. See Library, p. 22.
Produce and support generalizations acquired from informational text.	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. See Library, p. 22.
Describe new knowledge presented in informational texts and how it can be used	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify common technical terms used in informational texts.	TM: Opportunities in some lessons. See Overview. p. 16, p. 18. During Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use the various parts of a text (index, table of contents, glossary) to locate specific information.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102.
Standard E: Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:	
Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	N/A
Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	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>
Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard F: Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:	
<p>Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> • no significant errors in the use of nouns, pronouns, and adjectives. • few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases. • attention to the proper use of conjunctions. • no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words. • no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities). • no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks. • attention to the correct use of commonly confused terms (e.g., <i>affect</i> and <i>effect</i>). • attention to the proper use of italics, marginal notes, and footnotes. 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.	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 G: Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to:	
Write stories with an identifiable beginning, middle, and ending.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write stories that include major events, develop settings, and deal with problems and solutions.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write for both public and private audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard H: Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas. Students will be able to:	
Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Separate information collected for research topics into major components based on relevant criteria.	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>
Create bibliographies.	N/A
Use available catalogs to locate materials for research reports.	N/A
Use indexes to periodical literature to locate information for research.	TM: p. 22 Library TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use search engines and other Internet resources to collect information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Make limited but effective use of primary sources when researching topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Explain the importance of primary sources in evaluating the validity and reliability of collected information.	N/A
Demonstrate initial understanding of proper attribution (e.g., footnotes).	N/A

Making Connections Intervention – Gold Level
Correlated to the
Maine 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 Maine English Language Arts. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
Standard A: Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:	
Formulate questions to be answered while reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Reflect on what has been discovered and learned while reading, and formulate additional questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Identify specific devices an author uses to involve readers.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Identify accurately both the author’s purpose and the author’s point of view.	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Summarize whole texts by selecting and summarizing important and representative passages.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	TM: All 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.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Explain orally and defend opinions formed while reading and viewing.	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.
Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	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.
Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	N/A
Standard B: Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:	
Demonstrate an understanding that people respond to literature in different and individual ways	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify specific interests and questions and pursue them by identifying pertinent literature and media	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify the main and subordinate characters in literary works	TM: Opportunities is some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.
Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience	TM: Opportunities is some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).	N/A
Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions)	TM: Opportunities is some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	TM: Opportunities. p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	TM: Opportunities. p. 15. Text Connections, p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	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. See Library, p. 22.
Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	N/A
Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	TM: Unit 1, Main Idea and Details, p. 24.
Standard C: Language and Images Students will demonstrate an understanding of how words and images communicate. Students will be able to:	
Form conclusions regarding formal, informal, and other varieties of language use, based upon experience	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Understand factors that commonly affect language change and use.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style)	TM: p. 23 Library (During Reading)
Use knowledge of the fundamental parts of speech when writing and speaking	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the concept of propaganda.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard D. Informational Texts	
Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:	
Seek appropriate assistance when attempting to comprehend challenging text.	TM: In lessons. See Overview, p. 16, p. 18. During Reading.
Identify useful information organizing strategies.	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
Identify both the author’s purpose and the author’s point of view when reading expository information	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Identify different ways in which informational texts are organized.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. See Library p. 22.
Produce and support generalizations acquired from informational text.	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. . p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. See Library p. 22.
Describe new knowledge presented in informational texts and how it can be used	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify common technical terms used in informational texts.	TM: Opportunities in some lessons. See Overview. p. 16, p. 18. During Reading. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Use the various parts of a text (index, table of contents, glossary) to locate specific information.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
Standard E: Processes of Writing and Speaking	
Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:	
Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	N/A
Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	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 F: Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:	
<p>Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> • no significant errors in the use of nouns, pronouns, and adjectives. • few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases. • attention to the proper use of conjunctions. • no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words. • no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities). • no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks. • attention to the correct use of commonly confused terms (e.g., <i>affect</i> and <i>effect</i>). • attention to the proper use of italics, marginal notes, and footnotes. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard G: Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to:	
Write stories with an identifiable beginning, middle, and ending.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write stories that include major events, develop settings, and deal with problems and solutions.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write for both public and private audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Standard H: Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas. Students will be able to:	
Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Separate information collected for research topics into major components based on relevant criteria.	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>
Create bibliographies.	N/A
Use available catalogs to locate materials for research reports.	N/A
Use indexes to periodical literature to locate information for research.	TM: p. 22 Library TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use search engines and other Internet resources to collect information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Make limited but effective use of primary sources when researching topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Explain the importance of primary sources in evaluating the validity and reliability of collected information.	N/A
Demonstrate initial understanding of proper attribution (e.g., footnotes).	N/A

Making Connections Intervention – Crimson Level
Correlated to the
Maine 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 Maine English Language Arts. This correlation is intended to illustrate the program’s approach to these standards.

(TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard A: Process of Reading Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to:	
Formulate questions to be answered while reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Reflect on what has been discovered and learned while reading, and formulate additional questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Identify specific devices an author uses to involve readers.	TM: Unit 4, Literary Devices, p. 90. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Understand stories and expository texts from the perspective of the social and cultural context in which they were created.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
Identify accurately both the author’s purpose and the author’s point of view.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
Summarize whole texts by selecting and summarizing important and representative passages.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).	TM: All 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.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Explain orally and defend opinions formed while reading and viewing.	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.
Adjust viewing and listening strategies in order to comprehend materials viewed and heard.	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
Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.	N/A
Standard B: Literature and Culture Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to:	
Demonstrate an understanding that people respond to literature in different and individual ways	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify specific interests and questions and pursue them by identifying pertinent literature and media	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify the main and subordinate characters in literary works	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
Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience	TM: Opportunities is some lessons. p. 26, p. 49, p. 52, p. 70, p. 74 ,p. 92, p. 96, p. 114, p. 118, p. 124, p. 147
Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).	N/A
Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions)	TM: Opportunities is some lessons. p. 26, p. 49, p. 52, p. 70, p. 74 ,p. 92, p. 96, p. 114, p. 118, p. 124, p. 147

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.	TM: Opportunities. p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.	TM: Opportunities. p. 15. Text Connections, p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.	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
Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.	N/A
Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.	TM: In lessons. See Overview, p. 16, p. 19. After Reading.
Standard C: Language and Images Students will demonstrate an understanding of how words and images communicate. Students will be able to:	
Form conclusions regarding formal, informal, and other varieties of language use, based upon experience	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Understand factors that commonly affect language change and use.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style)	TM: p. 23 Library (During Reading)
Use knowledge of the fundamental parts of speech when writing and speaking	TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Demonstrate an understanding of the concept of propaganda.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard D. Informational Texts	
Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to:	
Seek appropriate assistance when attempting to comprehend challenging text.	TM: In lessons. See Overview, p. 16, p. 18. During Reading.
Identify useful information organizing strategies.	TM: In lessons. See Overview, p. 16, p. 17. Before Reading.
Identify both the author’s purpose and the author’s point of view when reading expository information	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
Identify different ways in which informational texts are organized.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 31, p. 36, p. 58 p. 80, p. 103, p. 136. p. 141. See Library, p. 22.
Produce and support generalizations acquired from informational text.	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. p. 31, p. 36, p. 58 p. 80, p. 103, p. 136, p. 141.
Describe new knowledge presented in informational texts and how it can be used	TM: Opportunities in some lessons. See Overview. p. 16, p. 19. After Reading. p. 31, p. 36, p. 58 p. 80, p. 103, p. 136, p. 141.
Identify common technical terms used in informational texts.	TM: Opportunities in some lessons. See Overview. p. 16, p. 18. During Reading. p. 31, p. 36, p. 58 p. 80, p. 103, p. 136, p. 141. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Use the various parts of a text (index, table of contents, glossary) to locate specific information.	TM: Opportunities in some lessons. See Overview. p. 16, p. 17. Before Reading. p. 31, p. 36, p. 58 p. 80, p. 103, p. 136, p. 141.
Standard E: Processes of Writing and Speaking Students will demonstrate the ability to use the skills and strategies of the writing process. Students will be able to:	
Identify specific personal strategies, strengths, and weaknesses in writing, and use direct feedback from peers and teachers to revise and polish the content of their finished pieces.	N/A
Use planning, drafting, and revising to produce, on demand, a well-developed, organized piece that demonstrates effective language use, voice, and command of mechanics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Ask questions and apply personal interpretations in class discussion following speeches and oral presentations.	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>Standard F: Standard English Conventions Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to:</p>	
<p>Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> • no significant errors in the use of nouns, pronouns, and adjectives. • few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases. • attention to the proper use of conjunctions. • no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words. • no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities). • no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks. • attention to the correct use of commonly confused terms (e.g., <i>affect</i> and <i>effect</i>). • attention to the proper use of italics, marginal notes, and footnotes. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. Demonstrate command of the conventions necessary to make an informal speech or presentation, effectively engaging peers and fielding responses.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Standard G: Stylistic and Rhetorical Aspects of Writing and Speaking Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to:</p>	
<p>Write stories with an identifiable beginning, middle, and ending.</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>
Write stories that include major events, develop settings, and deal with problems and solutions.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write for both public and private audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write pieces that use a variety of transitional devices (i.e. phrases, sentences, paragraphs).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard H: Research-Related Writing and Speaking Students will work, write, and speak effectively when doing research in all content areas. Students will be able to:	
Collect and synthesize data for research topics from interviews and field work, using notetaking and other appropriate strategies.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Separate information collected for research topics into major components based on relevant criteria.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Create bibliographies.	N/A
Use available catalogs to locate materials for research reports.	N/A
Use indexes to periodical literature to locate information for research.	TM: p. 22 Library 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>
Use magazines, newspapers, dictionaries, journals, and other print sources to gather information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use search engines and other Internet resources to collect information for research topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Make limited but effective use of primary sources when researching topics.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Explain the importance of primary sources in evaluating the validity and reliability of collected information.	N/A
Demonstrate initial understanding of proper attribution (e.g., footnotes).	N/A