

MCI Comprehension



Correlated to the:

Michigan

State English Language Arts Expectations
6–8

PRODUCTS BY



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

Grade 6

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* Intervention program that align to the Michigan State English Language Arts Standards and Draft Benchmarks. 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
Strand: Meaning and Communication	
Standard 1: All students will read and comprehend general and technical material.	
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. P. 22. p. 23 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	TM: All lessons. See Overview, p. 16, p. 18. After Reading.
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots, and affixes and syntax.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 19. Before Reading, After Reading.
Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	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>
2. Recognize and use author’s techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit 5, Figurative Language, p. 112.
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write personal, social, occupational, and civic contents.	
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	TM: Opportunities in some 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.
4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering infection, volume, and rate, using evidence, and reasoning.	TM: All lessons. See Overview, p. 16. p. 18, p. 19 During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Select appropriate strategies to construct meaning while reading, listening to, viewing or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading Opportunities , p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.	TM: All lessons. See Overview, p. 16, p. 18. During Reading. p. 23 Library, During Reading.

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7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.	TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Language Standard 4: All students use the English language effectively.	
1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	TM: Unit 2, Compare and Contrast, p. 46.
2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	TM: Opportunities in Unit 6, Recognizing Viewpoint: Bias, p. 134.
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of biological concepts, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.	N/A
Strand: Literature Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities, p. 15. Text Connections. Library, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	N/A
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
<p>Strand: Voice</p> <p>Standard: 6 All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</p>	
1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.	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.
2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Bias, p. 134. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Compare and contrast the style of characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.	TM: Unit 2, Compare and Contrast, p. 46.
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Skills and Processes</p> <p>Strategy: 7 All Students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	
<p>1. Use of combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood, and tone, recognizing how creators of text use and represent information, and matching form to content.</p>	<p>TM: All lessons. See Overview p. 16, p. 17, p. 18. Before Reading, During Reading.</p>
<p>2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>	<p>TM: All lessons. See Overview p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities, p. 15. Text Connections. Library, p. 22 SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>	<p>TM: Opportunities in lessons. See Overview p. 16, p. 18., p. 19. During Reading, After Reading.</p>
<p>4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</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>Strand: Genre and Craft of Language</p> <p>Strategy: 8 All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.</p>	
<p>1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews, and reviews.</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>2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>	<p>TM: Opportunities, p. 15. Text Connections. Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Describe and use characteristics of various informational genre (e.g. biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e. g. multiple patterns of organization, relational links, and central purposes) to convey ideas.	TM: Opportunities p. 15. Text Connections. Informational Texts p. 29, p. 41, p. 63, p. 73, p. 79, p. 101, p. 107. (See Before Reading) See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color, composition, flashback, multidimensional characters, and pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Explain how the characteristics of various oral, visual, and written texts (e. g. videos, hypertext, glossaries, textbooks, and speeches) and the textural aids they employ (e.g. subheadings/titles, charts, and indexes) are used to convey meaning.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Strand: Depth of Understanding Standard: 9 All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, right and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	N/A
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	N/A
Strand: Ideas in Action Standard: 10 All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	N/A
2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating in various contexts.	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>
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take particular position or to alter their course of action with regard to a particular school/community issue or problem.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Inquiry and Research Standard: 11 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.	N/A
2. Explain and use resources that are most appropriate and readily available for investigating a particular questions or topic. Example include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Critical Standards Strategy: 12 All students will develop and apply person, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. 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>
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Refine their own standards to evaluate personal and public communication within a responsible and ethical system for the expression of ideas.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

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

Grade 7

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* Intervention program that align to the Michigan State English Language Arts Standards and Draft Benchmarks. 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
Strand: Meaning and Communication	
Standard 1: All students will read and comprehend general and technical material.	
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. P. 22. p. 23 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	TM: All lessons. See Overview, p. 16, p. 18. After Reading.
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots, and affixes and syntax.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 19. Before Reading, After Reading.
Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	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>
2. Recognize and use author’s techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit 5, Figurative Language, p. 112.
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write personal, social, occupational, and civic contents.	
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
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4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	TM: Opportunities in Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
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2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.	TM: Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Persuasion, p. 134. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Compare and contrast the style of characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.	TM: Unit 2, Compare and Contrast, p. 46.
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Skills and Processes Strategy: 7 All Students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	
<p>1. Use of combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood, and tone, recognizing how creators of text use and represent information, and matching form to content.</p>	<p>TM: All lessons. See Overview p. 16, p. 17, p. 18. Before Reading, During Reading.</p>
<p>2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>	<p>TM: All lessons. See Overview p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities, p. 15. Text Connections. Library, p. 22 SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>	<p>TM: Opportunities in lessons. See Overview p. 16, p. 18., p. 19. During Reading, After Reading.</p>
<p>4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</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>Strand: Genre and Craft of Language Strategy: 8 All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.</p>	
<p>1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews, and reviews.</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>2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>	<p>TM: Opportunities, p. 15. Text Connections. Texts. p. 30, p. 52, p. 70, p. 80, p. 92, p. 102, p. 118, p. 124, p. 136, See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Describe and use characteristics of various informational genre (e.g. biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e. g. multiple patterns of organization, relational links, and central purposes) to convey ideas.</p>	<p>TM: Opportunities p. 15. Text Connections. Informational Texts p. 37, p.48, p. 58, p.74. (See Before Reading) See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p.112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color, composition, flashback, multidimensional characters, and pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Explain how the characteristics of various oral, visual, and written texts (e. g. videos, hypertext, glossaries, textbooks, and speeches) and the textural aids they employ (e.g. subheadings/titles, charts, and indexes) are used to convey meaning.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Strand: Depth of Understanding Standard: 9 All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, right and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	N/A
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	N/A
Strand: Ideas in Action Standard: 10 All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	N/A
2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating in various contexts.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take particular position or to alter their course of action with regard to a particular school/community issue or problem.	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>
Strand: Inquiry and Research Standard: 11 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Explain and use resources that are most appropriate and readily available for investigating a particular questions or topic. Example include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Strand: Critical Standards Strategy: 12 All students will develop and apply person, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.	
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. 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>
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Refine their own standards to evaluate personal and public communication within a responsible and ethical system for the expression of ideas.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

Making Connections Intervention – Crimson Level
Correlated to the
Michigan State English Language Arts Expectations

Grade 8

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* Intervention program that align to the Michigan State English Language Arts Standards and Draft Benchmarks. 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
Strand: Meaning and Communication	
Standard 1: All students will read and comprehend general and technical material.	
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. P. 22. p. 23 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	TM: All lessons. See Overview, p. 16, p. 18. After Reading.
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots, and affixes and syntax.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 19. Before Reading, After Reading.
Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.	
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	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>
2. Recognize and use author’s techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit Four, Literary Devices, p. 90.
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject-verb agreement, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write personal, social, occupational, and civic contents.	
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver’s response.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	TM: Opportunities in some 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.
4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering infection, volume, and rate, using evidence, and reasoning.	TM: All lessons. See Overview, p. 16. p. 18, p. 19 During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Select appropriate strategies to construct meaning while reading, listening to, viewing or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.	TM: All lessons. See Overview, p. 16, p. 18. During Reading. p. 23 Library, During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.	TM: Opportunities in lessons. See Overview, p. 16, p. 19. After Reading Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Strand: Language Standard 4: All students use the English language effectively.	
1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	TM: Unit 1, Compare and Contrast, p24.
2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	TM: Opportunities in Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of biological concepts, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.	N/A
Strand: Literature Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.	
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	TM: All lessons. See Overview, p. 16, p. 18. p. 19. During Reading, After Reading. Opportunities, p. 15. Text Connections. Library, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one’s own experience.	TM: p.26, p. 49. p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147 See Library list, p. 22. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Investigate and demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	N/A
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Strand: Voice Standard: 6 All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.	
1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.	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.
2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.	TM: Unit 4, Literary Devices, p. 90. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Compare and contrast the style of characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences’ expectations.	TM: Unit 1, Compare and Contrast, p. 24.
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Skills and Processes</p> <p>Strategy: 7 All Students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</p>	
<p>1. Use of combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood, and tone, recognizing how creators of text use and represent information, and matching form to content.</p>	<p>TM: All lessons. See Overview p. 16, p. 17, p. 18. Before Reading, During Reading.</p>
<p>2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.</p>	<p>TM: All lessons. See Overview p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities, p. 15. Text Connections. Library, p. 22 SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.</p>	<p>TM: Opportunities in lessons. See Overview p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.</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>Strand: Genre and Craft of Language</p> <p>Strategy: 8 All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics – including text structure, figurative and descriptive language, spelling, punctuation, and grammar – to construct and convey meaning.</p>	
<p>1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews, and reviews.</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>2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.</p>	<p>TM: Opportunities, p. 15. Text Connections. Texts. p. 48, p. 52, p. 80, p. 124, p. 140. See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3. Describe and use characteristics of various informational genre (e.g. biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e. g. multiple patterns of organization, relational links, and central purposes) to convey ideas.</p>	<p>TM: Opportunities p. 15. Text Connections. Informational Texts p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. (See Before Reading) See Library list, p. 22. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color, composition, flashback, multidimensional characters, and pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Explain how the characteristics of various oral, visual, and written texts (e. g. videos, hypertext, glossaries, textbooks, and speeches) and the textural aids they employ (e.g. subheadings/titles, charts, and indexes) are used to convey meaning.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Strand: Depth of Understanding Standard: 9 All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.	
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, right and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	N/A
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	N/A
Strand: Ideas in Action Standard: 10 All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.	
1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	N/A
2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating in various contexts.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take particular position or to alter their course of action with regard to a particular school/community issue or problem.	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>
Strand: Inquiry and Research Standard: 11 All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.	
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or hypothesis.	N/A
2. Explain and use resources that are most appropriate and readily available for investigating a particular questions or topic. Example include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CD-ROM/laser disks, electronic mail, and library catalogue databases.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
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4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Critical Standards Strategy: 12 All students will develop and apply person, shared and academic criteria for the enjoyment, appreciation, and evaluation of their own and others’ oral, written, and visual texts.	
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. 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>
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Refine their own standards to evaluate personal and public communication within a responsible and ethical system for the expression of ideas.	Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.