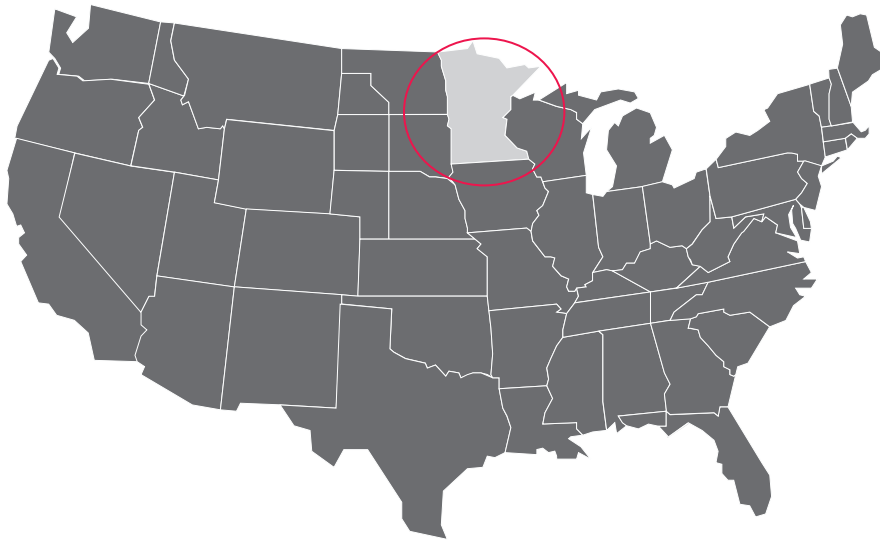


MCI Comprehension



Correlated to the:

Minnesota

State English Language Arts Expectations
6–8

PRODUCTS BY



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

Grade 6

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Minnesota Language Arts Standards. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Reading and Literature Concept 1: Word Recognition, Analysis, and Fluency	
The student will read with accuracy and fluency. 1. Read unfamiliar complex and multi-syllabic words using advanced phonetic analysis and structural analysis. 2. Read narrative and expository text with fluency, accuracy and appropriate pacing. 3. Apply correct word pronunciation and inflection.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Concept 2: Vocabulary Expansion	
The student will use a variety of strategies to expand reading, listening and speaking vocabularies. 1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading. 2. Analyze word structure and use cueing systems to understand new words. 3. Determine pronunciations, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. 4. Determine the meaning of unknown words using knowledge of common Greek and Latin roots, suffixes and prefixes. 5. Recognize and interpret similes, metaphors, and words with multiple meanings.	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. TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: p. 23 Library (During Reading) TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Unit 5, Figurative Language, p. 112.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3: Comprehension	
<p>The student will understand the meaning of informational, expository or persuasive texts, using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p> <ol style="list-style-type: none"> 1. Summarize and paraphrase what is read. 2. Recall and use prior learning and preview text to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 4. Apply a range of monitoring strategies and self-correction methods. 5. Identify the main idea and supporting details. 6. Retell significant sequences of events or ideas. 7. Distinguish fact from opinion and give examples from text. 8. Identify the author’s purpose (stated or implied), audience and message. 9. Create outlines, logical notes and summaries across content areas. 10. Use texts’ structural features, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings across a range of subject areas to enhance comprehension. 11. Utilize texts’ organizational structures (narrative, expository, chronological, compare and contrast) and generate graphic organizers to organize, recall and summarize content. 12. Compare and contrast information from different sources on the same topic. 13. Critically read and evaluate to determine the author’s purpose, point of view, audience and message. 	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: All lessons. See Overview, p. 15, p. 17. Before Reading. TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: Unit 1, Main Idea and Details, p.24 TM: Opportunities all lessons. See Overview, p. 16, p. 19. After Reading. N/A TM: Unit 6, Recognizing Viewpoint: Bias, p. 134. TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: All lessons. See Overview, p. 16, p. 17. Before Reading</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Compare and Contrast, p. 46. N/A TM: TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
Concept 4: Literature	
<p>The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p> <ol style="list-style-type: none"> 1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify and describe the characteristics of various genres. 3. Identify and describe the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone. 4. Analyze characters through identifying thoughts, words, actions and narrator’s description. 5. Describe how figurative language (such as simile and metaphor) and literary devices contribute to the meaning of a text. 6. Relate a given literary work to historical events (place, time and custom). 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. TM: Unit 5, Figurative Language, p. 112.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>7. Describe how meaning is conveyed in poetry the author’s stylistic choices.</p> <p>8. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>TM: Unit 5, Figurative Language, p. 112.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Strand: Writing Concept 1: Types of Writing</p>	
<p>The student will create informative, expressive and persuasive writing.</p> <p>1. Write frequently in a variety of forms, including but not limited to the following: poems, stories, plays, essays, journals, letters, directions, editorials, business communications and reports. <i>By the end of grade 8, The student will have written in all of the forms listed.</i></p>	<p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Concept 2: Elements of Composition</p>	
<p>The student will engage in a writing process, with attention to organization, focus, quality of ideas and a purpose.</p> <p>1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>2. Create narratives that develop settings, people/characters, dialogue and conflicts using descriptive, concrete language to engage audiences.</p> <p>3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.</p> <p>4. Use composing processes to develop writing, including:</p> <ul style="list-style-type: none"> a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. <p>5. Consider the intended audience when composing text.</p>	<p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	Making Connections Intervention Component
Concept 3: Spelling, Grammar, and Usage	
<p>The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i></p> <ol style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity. 3. Apply grammar conventions correctly in writing, including: <ol style="list-style-type: none"> a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative case d. objective, and possessive pronouns e. subject and verb agreement when interrupted by a phrase. 4. Apply punctuation conventions correctly in writing, including: <ol style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (after opening words, in compound sentences, and after subordinating conjunctions) g. quotation marks (to identify dialogue). 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Concept 4: Research	
<p>The student will locate and use information in reference materials.</p> <ol style="list-style-type: none"> 1. Gather and synthesize information from a variety of sources, including electronic and print. 2. Clarify an understanding of text by creating outlines, logical notes and summaries across content areas. 3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report. 4. Define plagiarism and avoid its use. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 5 Handwriting and Word Processing	
<p>The student will write legibly and demonstrate effective keyboarding skills.</p> <ol style="list-style-type: none"> 1. Write legibly in cursive. 2. Format handwritten and word-processed documents correctly. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Strand: Speaking, Listening and Viewing Concept 1 Speaking and Listening	
<p>Students will demonstrate understanding and communicate effectively through listening and speaking.</p> <ol style="list-style-type: none"> 1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Know and apply listening rules and expectations for formal settings and demonstrate comprehension. 3. Actively listen and comprehend messages. 4. Apply assessment criteria to self-evaluate oral presentations. 5. Distinguish between a speaker's opinion and verifiable facts. 6. Orally communicate information, opinions and ideas effectively to different audiences for a variety of purposes. 7. Perform expressive oral readings of prose, poetry or drama. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
Concept 3 Media Literacy	
<p>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p> <ol style="list-style-type: none"> 1. Identify distinctions in how information is presented in print and non-print materials. 2. Evaluate the accuracy and credibility of information found on Internet sites. 3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. 	<p>N/A</p> <p>N/A</p> <p>N/A</p>

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

Grade 7

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Minnesota Language Arts Standards. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
Strand: Reading and Literature Concept 1: Word Recognition, Analysis, and Fluency	
The student will read with accuracy and fluency. 1. Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
2. Read narrative and expository text with fluency, accuracy and comprehension at an appropriate silent reading rate.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
3. Apply correct word pronunciation and inflection.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Concept 2: Vocabulary Expansion	
The student will use a variety of strategies to expand reading, listening and speaking vocabularies. 1. Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Analyze word structure and use context clues to understand new words.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Recognize and interpret words with multiple meanings.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Recognize the influences of other languages on the English language.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary and assist pronunciation.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
6. Identify and explain analogies, similes and metaphors.	TM: Unit 5, Figurative Language, p. 112.
7. Determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools.	TM: p. 23 Library, (During Reading)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3: Comprehension	
<p>The student will understand the meaning of texts, using a variety of strategies, and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p> <ol style="list-style-type: none"> 1. Comprehend, interpret and evaluate text by asking and answering questions. 2. Recall and use prior learning and preview text to prepare for reading. 3. Use knowledge of narrative and expository text structures and subject specific texts to summarize content. 4. Make inferences and draw conclusions based on explicit and implied information from texts. 5. Create outlines, logical notes and summaries across content areas. 6. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension. 7. Distinguish statements of fact from opinion and give examples from text. 8. Critically read and evaluate to determine the author's purpose, point of view, audience and message. 9. Follow written directions in technical reading. 10. Scan a passage to determine relevant information and skim the text to locate specific information. 11. Identify devices used in persuasive text. 	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. TM: All lessons. See Overview, p. 15, p. 17. Before Reading. TM: All lessons. See Overview, p. 15, p. 17, p. 19. Before Reading, After Reading.</p> <p>TM: Unit 4, Making Inferences, p. 90.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: All lessons. See Overview, p. 15, p. 17. Before Reading</p> <p>N/A TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p> <p>N/A TM: In lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
Concept 4: Literature	
<p>The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p> <ol style="list-style-type: none"> 1. Read a variety of high-quality, traditional, classical, and contemporary literary works specific to America, as well as significant works from other countries. 2. Identify and analyze various genres and subgenres as forms with distinct characteristics and purposes. 3. Identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme, and tone. 4. Identify and analyze the effect of characters' traits on the plot and resolution of the conflict. 5. Analyze how figurative language and literary devices contribute to the meaning of a text. 6. Identify and discuss the effect of the speaker and recognize the difference between first and third person point of view. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: Opportunities in some lessons. p. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.</p> <p>TM: Opportunities in some lessons. p. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.</p> <p>TM: Unit 5, Figurative Language, p. 112. TM: Opportunities in some lessons. p. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>7. Relate a given literary work to historical events (place, time and custom).</p> <p>8. Explain how form and stylistic devices convey the meaning of a poem.</p> <p>9. Identify and understand recurring themes across literary works, citing evidence from the texts.</p> <p>10. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>11. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>N/A</p> <p>TM: Unit 5, Figurative Language, p. 112.</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Strand: Writing Concept 1: Types of Writing</p>	
<p>The student will create informative, expressive and persuasive writing.</p> <p>1. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. <i>By the end of grade 8, The student will have written in all of the forms listed</i></p>	<p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Concept 2: Elements of Composition</p>	
<p>The student will engage in a writing process, with attention to context, organization, focus, quality of ideas and a purpose.</p> <p>1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>2. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.</p> <p>3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.</p> <p>4. Employ composing processes to develop writing, including:</p> <ul style="list-style-type: none"> a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus b. drafting – organizing, supporting and putting ideas into sentences and paragraphs c. revising – improving the quality of content, organization, sentence structure and word choice d. editing – correcting errors in spelling and grammar e. publishing – producing a document and sharing the writing with the audience. <p>5. Consider the intended audience when composing text.</p>	<p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	Making Connections Intervention Component
Concept 3: Spelling, Grammar, and Usage	
<p>The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i></p> <ol style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity. 3. Apply grammar conventions correctly in writing, including: <ol style="list-style-type: none"> a. consistent verb tense b. subject and verb agreement with simple and compound subjects c. nominative, reflexive, objective, and possessive pronouns, pronoun/antecedent agreement d. subject and verb agreement when interrupted by a phrase. 4. Apply punctuation conventions correctly in writing, including: <ol style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalization of proper nouns d. abbreviations e. sentence beginnings and first words in quotes f. commas (in compound sentences, and after subordinating conjunctions, noun of address, and non-essential clauses) g. quotation marks (to identify dialogue). 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Concept 4: Research	
<p>The student will locate and use information in reference materials.</p> <ol style="list-style-type: none"> 1. Formulate questions and collect and assess relevant information to address these questions. 2. Cite sources for quoted and paraphrased information in a bibliography when writing a research report. 3. Gather and organize information from a variety of sources, including electronic and print. 4. Define plagiarism, its consequences and avoid its use. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 5 Handwriting and Word Processing	
<p>The student will write legibly and demonstrate effective keyboarding skills.</p> <p>1. Write legibly using cursive.</p> <p>2. Format word-processed documents to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed.</p>	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Strand: Speaking, Listening and Viewing Concept 1 Speaking and Listening	
<p>Students will demonstrate understanding and communicate effectively through listening and speaking.</p> <p>1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.</p> <p>2. Know and apply listening rules for formal settings.</p> <p>3. Apply assessment criteria to self-evaluate oral presentations.</p> <p>4. Distinguish between speaker’s opinion and verifiable facts and analyze the credibility of the presentation.</p> <p>5. Follow a speaker’s presentation and represent it in notes.</p> <p>6. Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <p>7. Adjust delivery and language in oral presentations for the intended audiences and purposes.</p> <p>8. Perform expressive oral readings of prose, poetry or drama.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
Concept 3 Media Literacy	
<p>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas</p> <p>1. Identify distinctions in how information is presented in print and non-print materials.</p> <p>2. Evaluate the accuracy and credibility of information found on Internet sites.</p> <p>3. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience.</p> <p>4. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites, and documentaries.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

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

Grade 8

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Minnesota Language Arts Standards. This correlation is intended to illustrate the program’s approach to these standards. (TM = Teacher’s Edition, SB = Student Book, N/A = Not Applicable)

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Reading and Literature Concept 1: Word Recognition, Analysis, and Fluency	
(Standards under this heading may be locally determined and based on the individual needs of the student.)	
Concept 2: Vocabulary Expansion	
<p>The student will use a variety of strategies to expand reading, listening and speaking vocabularies.</p> <ol style="list-style-type: none"> 1. Acquire, understand and use new vocabulary through explicit and indirect vocabulary instruction and independent reading. 2. Determine the meaning of unknown words by using a dictionary or context clues. 3. Recognize and interpret words with multiple meanings. 4. Describe the influences of other languages on the English language. 5. Apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content area vocabulary. 6. Determine word meanings by using definition, restatement, example, comparison or contrast. 7. Identify and explain analogies, similes and metaphors. 8. Apply correct word pronunciation and inflection. 	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. See Overview, p. 16, p. 18. During Reading. p. 23, Library. (During Reading) TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15) TM: Unit 4, Literary Devices, p. 90.</p> <p>TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3: Comprehension	
<p>The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretive, inferential and evaluative comprehension.</p> <ol style="list-style-type: none"> 1. Summarize and paraphrase main idea and supporting details. 2. Recall and use prior learning and preview text to prepare for reading. 3. Comprehend, interpret and evaluate information in a variety of texts using a combination of strategies before, during and after reading. 4. Make inferences and draw conclusions based on explicit and implied information from texts. 5. Trace the development of an author's argument, point of view or perspective. 6. Evaluate the adequacy, accuracy, and appropriateness of the author's evidence in a persuasive text. 7. Use knowledge of narrative and expository text structures in a variety of content areas to summarize information. 8. Create outlines, logical notes, and summaries of text in various content areas. <p>9. Use texts' structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings, to aid comprehension.</p> <ol style="list-style-type: none"> 10. Monitor comprehension and use strategies to clarify understanding of selections. 11. Distinguish fact from opinion in two selections on the same topic and give evidence. 12. Follow written directions in technical reading. 13. Identify and utilize a variety of sources to compare and contrast information. <p>14. Critically read and evaluate to determine the author's purpose, point of view, audience and message.</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: All lessons. See Overview, p. 16, p. 17. Before Reading TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Unit 3, Making Inferences, p. 68.</p> <p>TM: Recognizing Viewpoint: Author's Perspective, p. 112. N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 17, p. 19. Before Reading, After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading</p> <p>TM: In lessons. See Overview, p. 16, p. 18. During Reading. N/A N/A TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.</p>
Concept 4: Literature	
<p>The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p> <ol style="list-style-type: none"> 1. Read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries. 2. Analyze and evaluate the relationships among elements of fiction. <p>3. Analyze a character's traits, emotions or motivation and give supporting evidence from the text.</p> <ol style="list-style-type: none"> 4. Analyze and evaluate how figurative language and literary devices contribute to the meaning of a text. 5. Contrast points of view (such as first and third person, limited and omniscient, subjective and objective) in narrative texts and explain how they affect the overall theme of the works. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities in some lesson. P. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. Library, p. 22. TM: Opportunities in some lesson. P. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. Library, p. 22. TM: Unit 4, Literary Devices, p. 90.</p> <p>TM: Opportunities in some lesson. P. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. Library, p. 22. Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>6. Relate a given literary work to historical events (place, time and custom).</p> <p>7. Respond to and analyze the effects of sound, form, figurative language and graphics in order to uncover meaning in poetry.</p> <p>8. Identify and understand recurring themes across literary works, citing evidence from texts.</p> <p>9. Identify and analyze structural elements particular to dramatic literature.</p> <p>10. Compare and evaluate recurring themes across literary works and historic eras.</p> <p>11. Identify and analyze structural elements particular to dramatic literature. (NOTE: This item is a duplicate of #9 and will be deleted during the first standards revision cycle. It must be kept in at this time to align with state assessment coding.)</p> <p>12. Respond to literature using ideas and details from the text to support reactions and make literary connections.</p> <p>13. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.</p>	<p>N/A</p> <p>TM: Unit 4, Literary Devices, p. 90.</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>TM: All 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. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Strand: Writing Concept 1: Types of Writing</p>	
<p>The student will create informative, expressive and persuasive writing.</p> <p>1. Write frequently in a variety of forms, including but not limited to the following: poetry, stories, essays, editorials, letters, directions and research reports. <i>By the end of grade 8, student will have written in all forms listed.</i></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>Concept 2: Elements of Composition</p>	
<p>1. Create multiple paragraph compositions that state, maintain and use details in a logical order to support a main idea.</p> <p>2. Create narratives that develop settings, people/characters, dialogue, and conflicts using descriptive, concrete language to engage audiences.</p> <p>3. Create informative reports, including gathering material, formulating ideas based on gathered material, organizing information and editing for logical progression.</p> <p>4. Create reports that employ word processing and formatting, using diagrams or definitions of terms to inform audiences.</p> <p>5. Formulate a position or opinion and provide supporting arguments and evidence for that position.</p>	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>6. Use composing processes to develop writing, including:</p> <ul style="list-style-type: none"> a. prewriting - planning strategies, ideas, focus b. drafting – including strategies for avoiding writer’s block c. revising – to improve quality of content, organization, sentence structure, voice, tone and word choice d. editing – to correct errors in writing e. publishing. <p>7. Consider the intended audience when composing text.</p>	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Concept 3: Spelling, Grammar, and Usage</p>	
<p>The student will apply standard English conventions when writing. <i>(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)</i></p> <ul style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Edit writing for correct spelling and sentence clarity. 3. Apply grammar conventions correctly in writing, including: <ul style="list-style-type: none"> a. consistent verb tense b. adjectives and adverbs c. subject and verb agreement with simple and compound subjects d. nominative, reflexive, objective, and possessive pronouns e. pronoun/antecedent agreement f. subject and verb agreement when interrupted by a phrase g. active/passive voice h. subjunctive mood. 4. Apply punctuation conventions correctly in writing, including: <ul style="list-style-type: none"> a. apostrophes b. semi-colon c. capitalizations of proper nouns d. commas (compound sentences, and after subordinating conjunctions, nouns of address, non-essential clauses) e. quotation marks. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 4: Research	
<p>The student will locate and use information in reference materials.</p> <ol style="list-style-type: none"> 1. Formulate questions, collect, organize and synthesize relevant information from a variety of sources, including print and electronic media. 2. Define plagiarism, its consequences and avoid its use. 3. Cite sources for both quoted and paraphrased information in a bibliography when writing a research report. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. N/A TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Concept 5 Handwriting and Word Processing	
<p>The student will write legibly and demonstrate effective keyboarding skills.</p> <ol style="list-style-type: none"> 1. Write legibly using cursive. 2. Format word-processed texts to present information in an organized, readable format, integrating graphics, illustrations and bulleting as needed. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Strand: Speaking, Listening and Viewing Concept 1 Speaking and Listening	
<p>The student will demonstrate understanding and communicate effectively through listening and speaking.</p> <ol style="list-style-type: none"> 1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Actively listen and comprehend messages. 3. Apply self-assessment criteria to prepare and give oral presentations. 4. Distinguish between speaker's opinion and verifiable facts and analyze the credibility of the presentation. 5. Follow a speaker's presentation and represent it in notes. 6. Orally communicate information, opinions and ideas effectively to different audiences, adjusting delivery and language for intended audience and purpose. 7. Participate effectively in group meetings. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. N/A TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept 3 Media Literacy	
<p>The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.</p> <ol style="list-style-type: none"> 1. Evaluate the accuracy and credibility of information found on Internet sites. 2. Make informed evaluations about television, radio, film productions, newspapers and magazines with regard to quality of production, accuracy of information, bias, purpose, message and audience. 3. Critically analyze the messages and points of view employed in different media, including advertising, news programs, web sites and documentaries. 4. Analyze, evaluate and evaluate the strategies employed in news broadcasts, documentaries and web sites related to clarity, accuracy, effectiveness, bias and relevance of facts. 5. Evaluate the content and effect of persuasive techniques used in print and broadcast media. 	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.</p>