

MCI Comprehension



Correlated to the:

Missouri

State Communication Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
Missouri State Communication 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 Missouri Communication Arts Expectations. 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 Concept 1 Develop and apply skills and strategies to the reading process.	
C. Phonics Apply decoding strategies to “problem-solve” unknown words when reading	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
D. Fluency Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and appropriate expression adjusting reading rate to difficulty and type of text	TM: 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
E. Vocabulary Develop vocabulary through text, using <ul style="list-style-type: none"> • roots and affixes • context clues • glossary, dictionary and thesaurus 	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
F. Pre-Reading Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict set a purpose and rate for reading	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>G. During Reading</p> <p>During reading, utilize strategies to</p> <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check <ul style="list-style-type: none"> using cueing systems meaning structure <p>visual</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>H. Post-Reading</p> <p>Apply post-reading skills to comprehend and interpret text</p> <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize <p>paraphrase</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.</p>
<p>I. Making Connections</p> <p>Compare, contrast and analyze connections between</p> <ul style="list-style-type: none"> • information and relationships in various fiction and non-fiction works • text ideas and own experiences <p>text ideas and the world by identifying how literature reflects a culture and historic time frame</p>	<p>TM: Unit 2, Compare and Contrast, p. 46.</p>
<p>Concept 2</p> <p>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p>	
<p>A Text Features</p> <p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary <p>and recognize the text features of fiction, poetry and drama in grade-level text</p>	<p>TM: See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
B. Literary Devices Identify and explain figurative language in poetry and prose (emphasize onomatopoeia and alliteration)	TM: Unit 5, Figurative Language, p. 112.
C. Text Elements Use details from text to <ul style="list-style-type: none"> • analyze the influence of setting on characters, plot and resolution (conflict and climax) • explain cause and effect • identify point of view and mood • identify the problem- solving processes of characters and the effectiveness of solutions 	TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Unit 3, Cause and Effect, p. 68. Unit 6, Recognizing Viewpoint: Bias, p. 134.
Concept 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.	
A Text Features Analyze text features in newspapers and magazines to clarify meaning	TM: See Overview, p. 16, p. 17. Before Reading.
B. Literary Devices Identify and explain figurative language in nonfiction text (emphasize onomatopoeia and alliteration)	TM: Unit 5, Figurative Language, p. 112.
C. Text Elements Use details from text to <ul style="list-style-type: none"> • paraphrase author’s stated ideas • make predictions • make inferences • evaluate the accuracy of the information • identify and interpret author’s purpose, slant and bias • respond to two or more sources • sequence events • compare and contrast details • identify and explain cause and effect identify problem solving processes and explain the effectiveness of solutions	TM: Opportunities in some lessons. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. See Library list, p. 22. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68. Unit 6, Recognizing Viewpoint: Bias, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
A. Understanding Directions Read and follow multi-step directions to complete a complex task	N/A
Strand: Writing Concept 1 Apply a writing process in composing text	
A. Writing Process Follow a writing process to <ul style="list-style-type: none"> • choose and use an appropriate graphic organizer • apply writing process to write effectively in various forms and types of writing 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Concept 2 Compose well-developed text using standard English conventions.	
B. Capitalization Use conventions of capitalization in written text <ul style="list-style-type: none"> • proper nouns (team names, companies, schools and institutions) • proper adjectives • first word of direct quotations 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
C. Punctuation In composing text, use <ul style="list-style-type: none"> • apostrophe in irregular and plural possessives • quotation marks in dialogue, with assistance 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
D. Parts of Speech Use parts of speech correctly in written text <ul style="list-style-type: none"> • prepositional phrases • appositives 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
E. Spelling In writing, use <ul style="list-style-type: none"> • correct spelling of grade-level frequently-used words classroom resources and dictionary to verify correct spelling	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
F. Sentence Construction In composing text, use <ul style="list-style-type: none"> • a variety of sentence structures precise and vivid language	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>
Concept 3 Write effectively in various forms and types of writing	
<p>A. Narrative and Descriptive Writing</p> <p>Write a personal narrative that</p> <ul style="list-style-type: none"> • chronicles a sequence of three or more events <p>includes sensory detail and dialogue</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>B. Note-Taking</p> <p>Use a note-taking system to organize information from oral presentations and written 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>C. Expository and Persuasive Writing</p> <p>Write expository and persuasive</p> <ul style="list-style-type: none"> • paragraphs (including cause/ effect) with • a strong controlling idea • supporting and concluding sentences • appropriate logical sequence • relevant details, facts and/or examples from one or more sources <p>multi-paragraph essays</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>D. Summary Writing</p> <p>Write summaries of text from magazines, newspapers and/or informational articles</p>	<p>TM: 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</p>
<p>E. Audience and Purpose</p> <p>Summarize information and construct a workplace communication, such as a memo or set of simple instructions, appropriate to topic and specific audience</p>	<p>N/A</p>
Strand: Listening and Speaking Concept 1 Develop and apply effective listening skills and strategies	
<p>A. Purpose for listening.</p> <p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions <p>to identify tone, mood and emotion of verbal and nonverbal communication</p>	<p>TM: 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</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
B. Listening Behavior Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)	TM: 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
Concept 2 Develop and apply effective speaking skills and strategies for various audiences and purposes	
A. Discussion and Presentation In discussions and presentations, <ul style="list-style-type: none"> • speak clearly and stay on topic use appropriate volume, tone of voice, rate of speech, fluency/ inflections and eye contact	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
B. Giving Directions Give clear and concise multi-step oral directions to complete a complex task	N/A
Strand: Information Literacy Concept 1 Develop and apply effective research process skills to gather, analyze and evaluate information.	
A. Research Plan Develop questions and statements of purpose to guide research	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
B. Acquire Information Locate and use multiple resources to <ul style="list-style-type: none"> • acquire information • answer questions • support purpose 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
C. Record Information Record relevant information using a variety of note-taking and organizational strategies	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
D. Sources Consulted Define “ plagiarism ” and document research sources	N/A
Concept 2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media	
A. Media Messages Identify and explain viewpoints conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.

Making Connections Intervention – Gold Level
Correlated to the
Missouri State Communication 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 Missouri Communication Arts Expectations. 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 Concept 1 Develop and apply skills and strategies to the reading process.	
C. Phonics Apply decoding strategies to “problem-solve” unknown words when reading	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
D. Fluency Read grade-level instructional text <ul style="list-style-type: none"> • with fluency, accuracy and appropriate expression adjusting reading rate to difficulty and type of text	TM: 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
E. Vocabulary Develop vocabulary through text, using <ul style="list-style-type: none"> • roots and affixes • context clues • glossary, dictionary and thesaurus 	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
F. Pre-Reading Apply pre-reading strategies to aid comprehension <ul style="list-style-type: none"> • access prior knowledge • preview • predict set a purpose and rate for reading	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>G. During Reading</p> <p>During reading, utilize strategies to</p> <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check <ul style="list-style-type: none"> using cueing systems meaning structure <p>visual</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 4, Making Inferences, p. 90.</p>
<p>H. Post-Reading</p> <p>Apply post-reading skills to comprehend and interpret text</p> <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize <p>paraphrase</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p>I Making Connections</p> <p>Compare, contrast, analyze and evaluate connections between</p> <ul style="list-style-type: none"> • information and relationships in various fiction and non-fiction works • text ideas and own experiences • text ideas and the world by identifying and explaining how literature reflects a culture and historic time frame 	<p>TM: Unit 2, Compare and Contrast, p. 46.</p>
<p>Concept 2</p> <p>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p>	
<p>A. Text Features</p> <p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary <p>and recognize the text features of fiction, poetry and drama in grade-level text</p>	<p>TM: See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
B. Literary Devices Identify and explain figurative language in poetry and prose (emphasize hyperbole, imagery and symbolism)	TM: Unit 5, Figurative Language, p. 112.
C. Text Elements Use details from text to <ul style="list-style-type: none"> • identify plot and sub-plot, theme and various types of conflict • analyze cause and effect • identify and explain point of view and mood • determine how an incident foreshadows a future event • evaluate the problem-solving processes of characters and the effectiveness of solutions 	TM: Opportunities in some lessons. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118 p. 124, p. 136. See Library list, p. 22. Unit 3, Cause and Effect, p. 68. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Concept 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.	
A. Text Features Analyze the features of consumer texts, such as product information and instructional data to clarify meaning	TM: See Overview, p. 16, p. 17. Before Reading.
B. Literary Devices Identify and explain figurative language in nonfiction text (emphasize hyperbole, imagery and symbolism)	TM: Unit 5, Figurative Language, p. 112.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>E. Text Elements</p> <p>Use details from text to</p> <ul style="list-style-type: none"> • summarize author’s ideas • make predictions • make inferences • evaluate the accuracy of the information • analyze propaganda techniques • analyze two or more nonfiction texts • sequence events • compare and contrast • identify and explain cause and effect • compare author’s viewpoint and provide support <ul style="list-style-type: none"> identify problem solving processes and explain the effectiveness of solutions 	<p>TM: Opportunities in some lessons. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. See Library list, p. 22.</p> <p>Unit 2, Compare and Contrast, p. 46.</p> <p>Unit 3, Cause and Effect, p. 68.</p> <p>Unit 4, Make Inferences, p. 90.</p> <p>Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>C. Understanding Directions</p> <p>Read and follow multi-step directions to complete a complex task</p>	<p>N/A</p>
<p>Strand: Writing</p> <p>Concept 1</p> <p>Apply a writing process in composing text</p>	
<p>B. Writing Process</p> <p>Follow a writing process to</p> <ul style="list-style-type: none"> • create appropriate graphic organizers to provide a structure for information • apply writing process to write effectively in various forms and types of writing 	<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</p> <p>Compose well-developed text using standard English conventions.</p>	
<p>B. Capitalization</p> <p>Use conventions of capitalization in written text</p> <ul style="list-style-type: none"> • titles (magazines, newspapers, songs, works of art) • proper nouns (brand names of products, nationalities) 	<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	<i>Making Connections Intervention Component</i>
<p>C. Punctuation</p> <p>In composing text, use</p> <ul style="list-style-type: none"> • comma rules for punctuating various sentence structures • correct format in writing titles • quotation marks in dialogue <p>colons in business letter salutations</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>D.Parts of Speech</p> <p>Use parts of speech correctly in written text</p> <ul style="list-style-type: none"> • pronouns and antecedents • consistent verb tense 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<p>E. Spelling</p> <p>In writing, use dictionary, spell-check and other resources to spell correctly</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>G.Sentence Construction</p> <p>In composing text, use</p> <ul style="list-style-type: none"> • complex sentences • precise and vivid language • editing to eliminate run-on sentences • cohesive devices transitions 	<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 Write effectively in various forms and types of writing</p>	
<p>F. Narrative and Descriptive Writing</p> <p>Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</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>G.Note-Taking</p> <p>Use a variety of note-taking methods to organize information</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>H. Expository and Persuasive Writing</p> <p>Write expository and persuasive</p> <ul style="list-style-type: none"> • paragraphs (including compare/contrast and cause/effect) with a strong controlling idea supporting and concluding sentences appropriate logical sequence effective writing techniques (e.g., imagery, humor, point of view and voice) • multi-paragraph essays drawing from a variety of sources responses to literature that show an understanding of theme and characters, using details/examples from the text as support 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>I. Summary Writing</p> <p>Write a multi-paragraph summary of a newspaper/ magazine article, editorial or news program that includes supporting evidence from text</p>	<p>TM: 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</p>
<p>J. Audience and Purpose</p> <p>Compose texts</p> <ul style="list-style-type: none"> • that contain a created chart, graph and/or other graphic organizer based on printed information • and write a formal business letter and address an envelope • that address two different audiences and purposes using appropriate forms (e.g., explain the differences between seventh grade and second grade to a parent and to a second grader) 	<p>N/A</p>
<p>Strand: Listening and Speaking Concept 1 Develop and apply effective listening skills and strategies.</p>	
<p>A Purpose for listening.</p> <p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions • critically to recognize and interpret propaganda techniques 	<p>TM: 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</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>C. Listening Behavior</p> <p>Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)</p>	<p>TM: 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</p>
<p>Concept 2</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p>	
<p>A. Discussion and Presentation</p> <p>In discussions and presentations, use</p> <ul style="list-style-type: none"> • designated time constraints • media <p>organized notes</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>B. Giving Directions</p> <p>Give clear and concise multi-step oral directions to complete a complex task</p>	<p>N/A</p>
<p>Strand: Information Literacy</p> <p>Concept 1</p> <p>Develop and apply effective research process skills to gather, analyze and evaluate information.</p>	
<p>A. Research Plan</p> <p>Develop a research plan, with assistance, to guide investigation and research of focus questions</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>B. Acquire Information</p> <p>Locate and use multiple resources to</p> <ul style="list-style-type: none"> • acquire relevant information • evaluate reliability of information • fulfill research plan 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>C. Record Information</p> <p>Record relevant information using a variety of note-taking and organizational strategies</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>D. Sources Confirmed</p> <p>Document research sources using a given citation format</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 2 Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.	
A. Media Messages Identify and explain media techniques used to convey messages in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	N/A

Making Connections Intervention – Crimson Level
Correlated to the
Missouri State Communication Arts Expectations

Grade 8

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STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Reading Concept 1 Develop and apply skills and strategies to the reading process.	
C. Phonics Apply decoding strategies to “problem-solve” unknown words when reading	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
D. Fluency Read grade-level instructional text • with fluency, accuracy and appropriate expression adjusting reading rate to difficulty and type of text	TM: 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
E. Vocabulary Develop vocabulary through text, using • roots and affixes • context clues • glossary, dictionary and thesaurus	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
F. Pre-Reading Apply pre-reading strategies to aid comprehension • access prior knowledge • preview • predict set a purpose and rate for reading	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>G. During Reading</p> <p>During reading, utilize strategies to</p> <ul style="list-style-type: none"> • self-question and correct • infer • visualize • predict and check <ul style="list-style-type: none"> using cueing systems meaning structure <p>visual</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 3, Making Inferences, p. 68.</p>
<p>H. Post-Reading</p> <p>Apply post-reading skills to comprehend and interpret text</p> <ul style="list-style-type: none"> • question to clarify • reflect • analyze • draw conclusions • summarize <p>paraphrase</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p>I Making Connections</p> <p>Compare, contrast, analyze and evaluate connections between</p> <ul style="list-style-type: none"> • information and relationships in various fiction and non-fiction works • text ideas and own experiences <p>text ideas and the world by analyzing the relationship between literature and its historical period and culture</p>	<p>TM: Unit 1, Compare and Contrast, p. 24.</p>
<p>Concept 2</p> <p>Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.</p>	
<p>Text Features</p> <p>Locate</p> <ul style="list-style-type: none"> • interpret and apply information in title, table of contents and glossary and recognize the text features of fiction, poetry and drama in grade-level text 	<p>TM: See Overview, p. 16, p. 17. Before Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>A. Literary Devices Identify and explain figurative language in poetry and prose (emphasize jargon, dialect and slang)</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p>
<p>B. Text Elements Use details from text to</p> <ul style="list-style-type: none"> • analyze point of view, mood and theme • interpret actions, behaviors and motives of characters • evaluate problem-solving processes of characters, consequences of character’s actions and effectiveness of solutions 	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library list, p. 22. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p>
<p>Concept 3 Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (such as biographies, newspapers, technical manuals) from a variety of cultures and times.</p>	
<p>A Text Features Evaluate the author’s use of text features to clarify meaning</p>	<p>TM: See Overview, p. 16, p. 17. Before Reading.</p>
<p>B. Literary Devices Identify and explain figurative language in nonfiction text (emphasize jargon, dialect and slang)</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p>
<p>C. Text Elements Use details from text to</p> <ul style="list-style-type: none"> • evaluate adequacy of evidence presented by author • determine author’s purpose based on text analysis • analyze the text for <ul style="list-style-type: none"> word choice and connotation selection of details organizational effectiveness accuracy of information • analyze multiple texts <ul style="list-style-type: none"> compare and contrast determine importance of information analyze authors’ viewpoints <p>identify problem solving processes and explain the effectiveness of solutions</p>	<p>TM: Opportunities in some lessons. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. See Library list, p. 22. Unit 1, Compare and Contrast, p. 24. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
D.Understanding Directions Read and follow multi-step directions to complete a complex task	N/A
Strand: Writing Concept 1 Apply a writing process in composing text	
D.Writing Process Follow a writing process to <ul style="list-style-type: none"> • create a variety of appropriate graphic organizers • apply writing process to write effectively in various forms and types of writing 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Concept 2 Compose well-developed text using standard English conventions.	
B. Capitalization Use conventions of capitalization in written text <ul style="list-style-type: none"> • within divided quotes • for historical periods and events • geological eras • scientific terms 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
C. Punctuation In composing text, use <ul style="list-style-type: none"> • colon and semi-colon • hyphens to divide words into syllables at end of line 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
D. Parts of Speech Use parts of speech correctly in written text <ul style="list-style-type: none"> • pronoun case • adverb forms 	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
E. Spelling In writing, use dictionary, spell-check and other resources to spell correctly	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>F. Sentence Construction</p> <p>In composing text, use</p> <ul style="list-style-type: none"> • precise and vivid language • cohesive devices <ul style="list-style-type: none"> transitions repetition parallelism • editing to eliminate fragments • repetition for effect • parallel structure 	<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 Write effectively in various forms and types of writing</p>	
<p>A. Narrative and Descriptive Writing</p> <p>Write about personal experiences and revise by adding details and literary devices such as metaphors, analogies and symbols</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>E. Note-Taking</p> <p>Select and use an appropriate method for note-taking</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>C. Expository and Persuasive Writing</p> <p>Write</p> <ul style="list-style-type: none"> • multi-paragraph expository and persuasive essays (including problem/ solution) with <ul style="list-style-type: none"> a thesis statement supporting details/ examples evidence that readers’ concerns and arguments have been anticipated and addressed • effective multi-paragraph expository essays drawing from a variety of sources • a logical response to a newspaper/ magazine article, editorial, advertisement, political cartoon or news program that includes supporting evidence from text 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<p>D. Summary Writing</p> <p>Summarize two or more articles and write a brief informational paper integrating supporting information from both sources</p>	<p>TM: 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</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>E. Audience and Purpose</p> <p>Compose texts</p> <ul style="list-style-type: none"> • for a workplace communication (e.g., memo or letter) that includes summaries, directives, meeting minutes and/or complaints or concerns • that address the same topic from two points of view, using appropriate forms (e.g., interpret a school rule from the perspective of an adult and a student) 	N/A
<p>Strand: Listening and Speaking</p> <p>Concept 1</p> <p>Develop and apply effective listening skills and strategies</p>	
<p>A. Purpose for Listening</p> <p>Listen</p> <ul style="list-style-type: none"> • for enjoyment • for information • for directions • and use clarifying strategies for understanding (e.g., questioning, summarizing and paraphrasing) <p>to recognize how colloquialisms and jargon reflect context, regions and cultures</p>	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. 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>B. Listening Behavior</p> <p>Use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion)</p>	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. 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</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes</p>	
<p>A. Discussion and Presentation</p> <p>In discussions and presentations,</p> <ul style="list-style-type: none"> • use appropriate body language • incorporate media or technology <p>respond to questions</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>B. Giving Directions</p> <p>Give clear and concise multi-step oral directions to complete a complex task</p>	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Information Literacy Concept 1 Develop and apply effective research process skills to gather, analyze and evaluate information.	
A. Research Plan Develop a research plan to guide investigation and research of focus questions	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
B. Acquire Information Locate and use primary and secondary sources to <ul style="list-style-type: none"> • investigate research topics • acquire relevant information evaluate reliability of information	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
C. Record Information Record relevant information using a self-selected note-taking or organizational strategy	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
D. Sources Consulted Document research sources using a given citation format	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Concept 2 Develop and apply effect skills and strategies to analyze and evaluate oral and visual media.	
A. Media Messages Analyze and synthesize two or more messages conveyed in various media (e.g., videos, pictures, web-sites, artwork, plays and/or news programs)	N/A