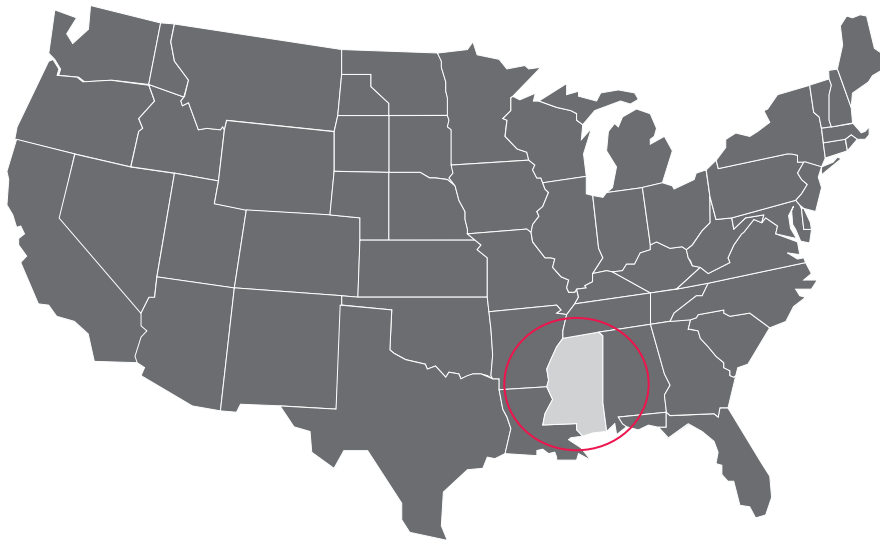


MCI Comprehension



Correlated to the:

Mississippi

English Language Arts Framework Expectations
6–8

PRODUCTS BY



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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
<i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en) to determine the meaning of multi-syllabic words. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
The student will develop and apply expansive knowledge of words and word meaning to communicate. (DOK 1)	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 5, Figurative Language, p. 112.
<i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</i>	TM: Opportunities. p. 15. Text Connections. p. 23. Library (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</i>	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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. The student will apply strategies and skills to comprehend , respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.	
<p><i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p> <p><i>The student will analyze text to understand, infer, draw conclusions, or synthesize information. (DOK 2)</i></p> <p>1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence. 2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order. 3) Infer cause and effect based on sequence of events and to predict outcomes. 4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence. 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.</p> <p>TM: Unit 1, Main Idea and Details, p. 24. Unit 3, Cause and Effect, p. 68. Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.</p>
<p><i>The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</i></p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>The student will respond to, interpret, or compare and contrast increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> <p>1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author’s purpose (e.g., inform, entertain, persuade)</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p><i>The student will identify and analyze facts, opinions, or tools of persuasion in written and visual texts. (DOK 2)</i></p> <p>1) Analyze use of and distinguish between fact and opinion. 2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references).</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p>	
<p><i>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<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><i>The student will compose descriptive texts using sensory details and vivid language. (DOK 3)</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><i>The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives 	<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>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters 3) Functional texts 4) Presentations 5) Poems 6) Essays 	<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>The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisement 	<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><i>The student will compose text of a variety of modes based on inquiry and research. (DOK 4)</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Identify and paraphrase important information from sources. 4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>4. The student will apply Standard English to communicate.</p>	
<p><i>The student will apply Standard English grammar to compose or edit. (DOK 1)</i></p> <ol style="list-style-type: none"> 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects) 2) Verbs (helping verbs, irregular, linking, transitive, and intransitive) 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, and future perfect) 4) Subject-verb agreement in sentences containing indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb 5) Articles; coordinating/subordinating conjunctions 6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives) 7) Prepositions 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative) 9) Pronoun-antecedent agreement (number and gender) 10) Adverbs (avoiding double negatives; comparative forms) 11) Interjections 	<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><i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i></p> <ol style="list-style-type: none"> 1) End punctuation (e.g., period, question mark, exclamation mark) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; nonessential appositive phrases; interrupters; introductory clauses; and nonessential clauses) 4) Apostrophes (possessives; contractions) 5) Semicolons (compound sentences) 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, plays, and television shows) 8) Colons (e.g., time, before lists introduced by independent clauses, and business letters) 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in greetings and closings of friendly letters, proper adjectives) 10) Spell words commonly found in sixth grade level text. 11) Produce legible text. 	<p>TM: Opportunities. p. 15. Text Connections. p. 22. Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</i></p> <ol style="list-style-type: none"> 1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses). 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses. 3) Avoid sentence fragments, run-on sentences, and comma splices. 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses 5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, and adverb clauses. 	<p>TM: Opportunities. p. 15. Text Connections. p. 22. Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
<i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will use grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will use context clues to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will use context clues to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of text and to communicate. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Unit 5, Figurative Language, p. 112.
<i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing), and to determine meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</i>	TM: Opportunities. p. 15. Text Connections. p. 23. Library (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language). (DOK 3)</i></p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>2. The student will apply strategies and skills to comprehend , respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
<p><i>a. The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, interpret, respond to, or analyze text. (DOK 2)</i></p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down menus, captions, illustrations, graphs, diagrams, key word searches, etc. 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p> <p><i>b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information. (DOK 3)</i></p> <p>1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author’s use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Compare and Contrast, p. 46. Unit 3, Cause and Effect, p. 68.</p> <p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. Unit 3, Cause and Effect, p. 68. Unit 4, Making Inferences, p. 90.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 2)</i></p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
<p><i>The student will analyze, interpret, compare, contrast, or respond to increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal)) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author's purpose (e.g., inform, entertain, persuade)</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. Unit 5, Figurative Language, p. 112. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p><i>Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</i></p> <p>1) Evaluate the use of and distinguish between fact and opinion. 2) Evaluate the author's use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, etc).</p>	<p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p>	
<p><i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p>3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric. <p>4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<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><i>The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text. (DOK 3)</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><i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, and containing multiple events. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives 	<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>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays 	<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>The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements 	<p>TM: Opportunities. p. 15. Text Connections. Unit 6, Recognizing Viewpoint: Persuasion, p. 134. 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><i>The student will compose texts of a variety of modes based on inquiry and research. (DOK 4)</i></p> <p>1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.</p> <p><i>2006 Mississippi Language Arts Framework-Revised</i> 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
4. The student will apply Standard English to communicate.	
<p>4. The student will apply Standard English to communicate.</p> <p><i>a. The student will use Standard English grammar to compose or edit. (DOK 1)</i></p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective) 2) Verbs (helping verbs, irregular, linking, transitive and intransitive verbs) 3) Verb tense [including purpose] (present, past, future; present perfect, past perfect, future perfect; emphatic [present and past]) 4) Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb.)</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>5) Articles; coordinating/subordinating conjunctions; correlative conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Adverbs (avoiding double negatives; comparative forms)</p> <p>11) Interjections</p> <p><i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i></p> <p>1) End punctuation (e.g., period, question mark, exclamation mark)</p> <p>2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)</p> <p>3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; appositives; interrupters including parenthetical expressions; nonessential appositive phrases; introductory clauses; and nonessential clauses)</p> <p>4) Apostrophes (possessives; contractions)</p> <p>5) Semicolons (compound sentences; with conjunctive adverbs)</p> <p>6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)</p> <p>7) Underlining/Italics (titles of books, movies, plays, and television shows)</p> <p>8) Colons (e.g., time, before lists introduced by independent clauses, business letters)</p> <p>9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I,” first word in salutations and closings of friendly letters and business letters, proper adjectives)</p> <p>10) Spell words commonly found in seventh grade level text</p> <p>11) Produce legible 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>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</i></p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	
<i>The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts. (DOK 2)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)</i>	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
<i>The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing). (DOK 3)</i>	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.
<i>The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text. (DOK 2)</i>	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<i>The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to evaluate author’s intent. (DOK 3)</i>	TM: Unit 4, Literary Devices, p. 90.
<i>The student will apply knowledge of reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning. [Note: These reference materials are not available during the administration of state tests.] (DOK 2)</i>	TM: Opportunities. p. 15. Text Connections. p. 23. Library (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).</i> (DOK 3)</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>2. The student will apply strategies and skills to comprehend , respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</p>	
<p><i>The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. (DOK 2)</i></p> <p>1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc. 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. 4) Genres – Fiction, nonfiction, poetry, biographies, autobiographies, and plays</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 1, Compare and Contrast, p. 24. Unit 2, Cause and Effect, p. 46.</p>
<p><i>The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. (DOK 3)</i></p> <p>1) Infer the implied main idea from one or more related texts. 2) Justify inferences about main idea by providing supporting details. 3) Evaluate author’s use of sequence for its effect on the text. 4) Infer how the sequence of events may have contributed to cause and effect relationships in a text. 5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects. 6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence. 7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.</p>	<p>TM: In lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Cause and Effect, p. 46. Unit 3, Making Inferences, p. 68. Unit 6, Synthesizing Information, p. 134.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><i>The student will evaluate or revise a summary or paraphrase of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence. (DOK 3)</i></p>	<p>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.</p>
<p><i>The student will respond to, interpret, compare, contrast, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence. (DOK 3)</i></p> <p>1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view) 2) Literary devices (e.g., imagery, exaggeration, dialogue, irony (situational and verbal), sarcasm) 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) 4) Author's purpose (e.g., inform, entertain, persuade)</p> <p><i>Evaluate the author's use of facts, opinions, or tools of persuasion in written and visual texts to determine author's purpose and consider the effect of persuasive text on the intended audience. (DOK 3)</i></p> <p>1) Evaluate the author's use of and distinguish between fact and opinion. 2) Evaluate the use of tools of persuasion (e.g., name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. Unit 4, Literary Device, p. 90. Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.</p> <p>Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. The student will express, communicate, evaluate, or exchange ideas effectively.	
<p><i>The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)</i></p> <p style="padding-left: 40px;">1) <u>Planning</u></p> <ul style="list-style-type: none"> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). <p style="padding-left: 40px;">2) <u>Drafting</u></p> <ul style="list-style-type: none"> • Draft with increasing fluency. <p style="padding-left: 40px;">3) <u>Revising</u></p> <ul style="list-style-type: none"> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer’s checklist, or rubric. <p style="padding-left: 40px;">4) <u>Editing</u></p> <ul style="list-style-type: none"> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. <p style="padding-left: 40px;">5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> • Share writing with others formally and informally using a variety of media. 	<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>The student will incorporate descriptive details into texts including, but not limited to, narrative, expository, or persuasive. (DOK 3)</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><i>The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, and containing multiple events with a clear problem and solution. (DOK 3)</i></p> <p>1) Stories or retellings 2) Narrative poems 3) PowerPoint presentations 4) Plays 5) Biographies and autobiographies 6) Video narratives</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><i>The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem and solution. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Reports 2) Letters (friendly and business) 3) Functional texts 4) Presentations 5) Poems 6) Essays 	<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>The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details. (DOK 3)</i></p> <ol style="list-style-type: none"> 1) Letters 2) Speeches 3) Advertisements 	<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>The student will compose texts a variety of modes based on inquiry and research. (DOK 4)</i></p> <ol style="list-style-type: none"> 1) Generate questions. 2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources. 3) Take notes on important information from sources. 4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes. 5) Present the results using a variety of communication techniques. 6) Reflect on and evaluate the process. 	<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>
4. The student will apply Standard English to communicate.	
<p><i>The student will apply Standard English grammar in composing or editing. (DOK 1)</i></p> <p>1) Nouns (e.g., singular [including irregular forms, i.e., gymnastics], plural [including irregular forms], common, proper, singular possessive, plural possessive, appositives, concrete, abstract, compound [one word: bookcase; two or more words: prime number/Yellowstone National Park/George Washington; hyphenated words: editor-in-chief]; predicate nominatives; direct and indirect objects; collective)</p> <p>2) Verbs (e.g., helping verbs; irregular; linking; transitive and intransitive verbs)</p> <p>3) Verb tense [including purpose] (present, past, future, present perfect, past perfect, future perfect; emphatic [present and past])</p> <p>4) Subject-verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases separating subject and verb</p> <p>5) Subordinating and coordinating conjunctions; correlative conjunctions</p> <p>6) Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)</p> <p>7) Prepositions</p> <p>8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, interrogative, indefinite, relative)</p> <p>9) Pronoun-antecedent agreement (number and gender; with collective nouns; for relative pronouns; for indefinite pronouns; with expressions of amount)</p> <p>10) Use adverbs correctly (avoiding double negatives; comparative forms)</p> <p>11) Identify and use infinitives/infinitive phrases (as nouns, adjectives, and adverbs), gerunds/gerund phrases (as nouns), and participles/participial phrases (as adjectives).</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><i>The student will apply Standard English mechanics to compose or edit. (DOK 1)</i></p> <ol style="list-style-type: none"> 1) End punctuation (e.g., period, question mark, exclamation point) 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) 3) Commas (e.g., dates; series; addresses; greetings and closings of letters; quotations; introductory prepositional phrases; nonessential appositive phrases; interrupters including parenthetical expressions; introductory clauses; nonessential clauses) 4) Apostrophes (possessives; contractions) 5) Semicolons (compound sentences; with conjunctive adverbs) 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles) 7) Underlining/Italics (titles of books, movies, plays, and television shows) 8) Colons (e.g., time, before lists introduced by independent clauses, business letters) 9) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in salutations and closings of friendly letters and business letters, proper adjectives) 10) Spell words commonly found in eighth grade level text. 11) Produce legible text. 	<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><i>The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. (DOK 2)</i></p> <p>1) Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences including independent and dependent clauses; and compound-complex sentences).</p> <p>2) Compose simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; complex sentences, including independent and dependent clauses; and compound-complex sentences.</p> <p>3) Avoid sentence fragments, run-on sentences, and comma splices.</p> <p>4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>5) Compose sentences using descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), appositive phrases, adjective clauses, adverb clauses, and noun clauses.</p> <p>6) Analyze sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p> <p>7) Compose sentences containing parallel structures to present items in compound subjects and verbs, items in a series, and items juxtaposed for emphasis.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>