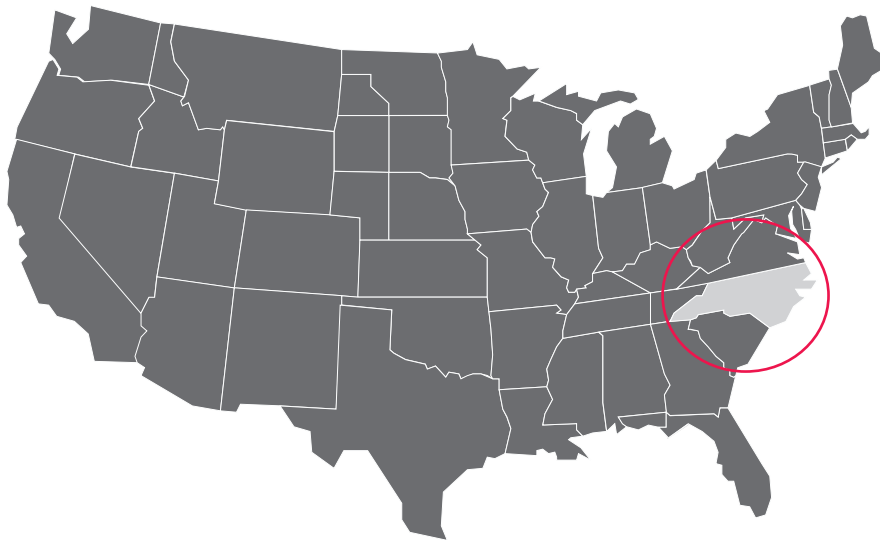


MCI Comprehension



Correlated to the:

North Carolina

State English Language Arts Expectations
6–8

PRODUCTS BY



**Making Connections Intervention – Aqua Level
Correlated to the
North Carolina 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 North Carolina 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>
<p>Competency Goal 1</p> <p>The learner will use language to express individual perspectives drawn from personal or related experience.</p>	
<p>1.01 Narrate an expressive account (e.g., fictional or autobiographical) which:</p> <ul style="list-style-type: none"> • uses a coherent organizing structure appropriate to purpose, audience, and context. • tells a story or establishes the significance of an event or events. • uses remembered feelings and specific details. • uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions). 	<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>1.02 Explore expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of expressive works. • determining the effect of literary devices and/or strategies on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • creating an artistic interpretation that connects self to the work. • discussing print and non-print expressive works formally and informally. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>1.03 Interact appropriately in group settings by:</p> <ul style="list-style-type: none"> • listening attentively. • showing empathy. • contributing relevant comments connecting personal experiences to content. • monitoring own understanding of the discussion and seeking clarification as needed. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text. 	N/A
<p>Competency Goal 2 The learner will explore and analyze information from a variety of sources.</p>	
<p>2.01 Explore informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • studying the characteristics of informational works. • restating and summarizing information. • determining the importance and accuracy of information. • making connections between works, self and related topics/ information. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • generating questions. 	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities in some lessons, p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. Opportunities. p. 15. Text Connections. Unit 2, Compare and Contrast, p. 46. Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90. 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>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> • exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). • distinguishing between primary and secondary sources. • analyzing the effects of the presentation and/or the accuracy of information. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Competency Goal 3 The learner will examine the foundation of argument.</p>	
<p>3.01 Explore argumentative works that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding what is read, heard, and/or viewed. • analyzing the characteristics of argumentative works. • determining the importance of author’s word choice and focus. • summarizing the author’s purpose and stance. • making connections between works, self and related topics. • drawing inferences. • responding to public documents (such as but not limited to editorials and school and community policies). • distinguishing between fact and opinion. 	<p>TM: In lessons. See Overview, p. 16, p. 17, p. 18. During Reading, After Reading. Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>3.02 Explore the problem solution process by:</p> <ul style="list-style-type: none"> • studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. • preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. 	<p>TM: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.</p>
<p>3.03 Study arguments that evaluate through:</p> <ul style="list-style-type: none"> • exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. • preparing individual and/or group essays and presentations that use evaluative techniques 	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>Competency Goal 4 The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.</p>	
<p>4.01 Determine the purpose of the author or creator by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • identifying and exploring the underlying assumptions of the author/creator. • analyzing the effects of author's craft on the reader/viewer/listener. 	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>4.02 Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	<p>TM: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.</p>
<p>4.03 Recognize and develop a stance of a critic by:</p> <ul style="list-style-type: none"> • considering alternative points of view or reasons. • remaining fair-minded and open to other interpretations. • constructing a critical response/review of a work/topic. 	<p>N/A</p>
<p>Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.</p>	
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • discussing literature in teacher-student conferences and small group discussions. • taking an active role in whole class seminars. • discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.. Opportunities. p. 15. Text Connections. Unit 5, Figurative Language, p. 112. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<ul style="list-style-type: none"> • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. • investigating examples of distortion and stereotypes. • recognizing underlying messages in order to identify theme(s) within and across works. • extending understanding by creating products for different purposes, different audiences and within various contexts. • exploring relationships between and among characters, ideas, concepts and/or experiences. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.. Opportunities. p. 15. Text Connections. Unit 5, Figurative Language, p. 112.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). • interpreting what impact genre-specific characteristics have on the meaning of the work. • exploring how the author's choice and use of a genre shapes the meaning of the literary work. • exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution. 	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. 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>Competency Goal 6 The learner will apply conventions of grammar and language usage.</p>	
<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • demonstrating the different roles of the parts of speech in sentence construction. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. • developing an awareness of language conventions and usage during oral presentations. 	<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>6.02 Identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • applying proofreading symbols when editing. • producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • developing an awareness of errors in everyday speech. 	<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 – Gold Level
Correlated to the
North Carolina 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 North Carolina 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>
<p>Competency Goal 1</p> <p>The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.</p>	
<p>1.01 Narrate an expressive account which:</p> <ul style="list-style-type: none"> • creates a coherent organizing structure appropriate to purpose, audience, and context. • orients the reader/listener to the scene, the people, and the events. • engages the reader/listener by establishing a context and creating a point of view. • establishes the significance of events 	<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>1.02 Respond to expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • summarizing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/ listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • maintaining an annotated list of works read/viewed. • creating an artistic interpretation that connects self and/or society to the selection. • constructing and presenting book/media reviews. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>1.03 Interact in group settings by:</p> <ul style="list-style-type: none"> • responding appropriately to comments and questions. • offering personal opinions confidently without dominating. • giving appropriate reasons that support opinions. • soliciting and respecting another person’s opinion. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • analyzing personal learning growth and changes in perspective. • examining changes in self throughout the learning process. • determining how personal circumstances and background shape interaction with text. 	N/A
<p>Competency Goal 2 The learner will synthesize and use information from a variety of sources.</p>	
<p>2.01 Respond to informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of informational works. • summarizing information. • determining the importance of information. • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. 	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities in some lessons, p.26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. Opportunities. p. 15. Text Connections. Unit 4, Making Inferences, p. 90. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>2.02 Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:</p> <ul style="list-style-type: none"> • identifying and using appropriate primary and secondary sources. • comparing, contrasting, and evaluating information from different sources about the same topic. • evaluating information for extraneous details, inconsistencies, relevant facts, and organization. 	<p>TM: Opportunities. p. 15. Text Connections. Unit 2, Compare and Contrast, p. 46. 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>Competency Goal 3 The learner will refine the understanding and use of argument.</p>	
<p>3.01 Explore and analyze argumentative works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and /or viewed. • identifying the arguments and positions stated or implied and the evidence used to support them. • recognizing bias, emotional factors, and/or semantic slanting. • examining the effectiveness of style, tone, and use of language. • summarizing the author’s purpose and stance. • examining the importance and impact of establishing a position or point-of-view. • making connections between works, self and related topics. • drawing inferences. • responding to public documents (such as but not limited to editorials, reviews, local/state/national policies/issues). 	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. Unit 4, Making Inferences, p. 90. Unit 6, Recognizing Viewpoint: Persuasion, p. 134. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>3.02 Explore and analyze the problem-solution process by:</p> <ul style="list-style-type: none"> • studying problems and solutions within various texts and situations. • utilizing the problem-solution process within various contexts/ situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>3.03 Study and create arguments that evaluate by:</p> <ul style="list-style-type: none"> • understanding the importance of establishing a firm judgment. • justifying the judgment with logical, relevant reasons, clear examples, and supporting details. • creating an organizing structure appropriate to purpose, audience, and context. 	<p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>Competency Goal 4 The learner will refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>	
<p>4.01 Analyze the purpose of the author or creator by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • examining any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • exploring and evaluating the underlying assumptions of the author/creator. • understanding the effects of author’s craft on the reader/viewer/listener. 	<p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	<p>TM: In 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>
<p>4.03 Develop the stance of a critic by:</p> <ul style="list-style-type: none"> • considering and presenting alternative points of view or reasons. • remaining fair-minded and open to other interpretations. • creating a critical response/review of a work/topic. 	N/A
<p>Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.</p>	
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • assuming an active role in teacher-student conferences. • engaging in small group discussions. • taking an active role in whole class seminars. • analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback, allusion, and irony. • analyzing the effects of such elements as plot, theme, point of view, characterization, mood, and style. • analyzing themes and central ideas in literature and other texts in relation to personal issues/experiences. • extending understanding by creating products for different purposes, different audiences and within various contexts. • analyzing the connections of relationships between and among characters, ideas, concepts, and/or experiences. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.. Opportunities. p. 15. Text Connections. Unit 5, Figurative Language, p. 112. 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>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems). • analyzing what genre specific characteristics have on the meaning of the work. • analyzing how the author’s choice and use of a genre shapes the meaning of the literary work. • analyzing what impact literary elements have on the meaning of the text such as the influence of setting on the problem and its resolution. 	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Competency Goal 6 The learner will apply conventions of grammar and language usage.</p>	
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentences correctly, punctuating them properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly, including proper punctuation (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. 	<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>
<ul style="list-style-type: none"> • extending vocabulary knowledge by learning and using new words. • determining when and where dialects and standard/nonstandard English usage are appropriate. • applying language conventions and usage during oral presentations. • choosing language that is precise, engaging, and well suited to the topic and audience. • experimenting with figurative language and speech patterns. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • mastering proofreading symbols for editing. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and format. • listening to and monitoring self to correct errors. 	<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
North Carolina 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 North Carolina 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
<p>Competency Goal 1</p> <p>The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.</p>	
<p>1.01 Narrate a personal account which:</p> <ul style="list-style-type: none"> • creates a coherent, organizing structure appropriate to purpose, audience, and context. • establishes a point of view and sharpens focus. • uses remembered feelings. • selects details that best illuminate the topic. • connects events to self/society. 	<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>1.02 Analyze expressive materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • reviewing the characteristics of expressive works. • determining the importance of literary effects on the reader/viewer/ listener. • making connections between works, self and related topics • drawing inferences. • generating a learning log or journal. • maintaining an annotated list of works that are read or viewed, including personal reactions. • taking an active role in and/or leading formal/informal book/media talks. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>1.03 Interact in group activities and/or seminars in which the student:</p> <ul style="list-style-type: none"> • shares personal reactions to questions raised. • gives reasons and cites examples from text in support of expressed opinions. • clarifies, illustrates, or expands on a response when asked to do so, and asks classmates for similar expansion. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>1.04 Reflect on learning experiences by:</p> <ul style="list-style-type: none"> • evaluating how personal perspectives are influenced by society, cultural differences, and historical issues. • appraising changes in self throughout the learning process. • evaluating personal circumstances and background that shape interaction with text. 	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Competency Goal 2 The learner will use and evaluate information from a variety of resources.</p>	
<p>2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • recognizing the characteristics of informational materials. • summarizing information. • determining the importance and accuracy of information. • making connections to related topics/information. • drawing inferences and/or conclusions. • generating questions. • extending ideas. 	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities in some lessons, p.26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. Opportunities. p. 15. Text Connections. Unit 3, Making Inferences, p. 68. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>2.02 Use multiple sources of print and non-print information to explore and create research products in both written and presentational forms by:</p> <ul style="list-style-type: none"> • determining purpose, audience, and context. • understanding the focus. • recognizing and/or choosing a relevant topic. • Recognizing and/or selecting presentational format (e.g., video, essay, interactive technology) appropriate to audience. • evaluating information for extraneous detail, inconsistencies, relevant facts, and organization. 	<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>
<ul style="list-style-type: none"> • researching and organizing information to achieve purpose. • using notes and/or memory aids to structure information. • supporting ideas with examples, definitions, analogies, and direct references to primary and secondary sources. • noting and/or citing sources used. • recognizing the use of and/or employing graphics such as charts, diagrams, and graphs to enhance the communication of information. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Competency Goal 3 The learner will continue to refine the understanding and use of argument.</p>	
<p>3.01 Explore and evaluate argumentative works that are read, heard and/or viewed by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the work by identifying the arguments and positions stated or implied and the evidence used to support them. • identifying the social context of the argument. • recognizing the effects of bias, emotional factors, and/or semantic slanting. • comparing the argument and counter-argument presented. • identifying/evaluating the effectiveness of tone, style, and use of language. • evaluating the author’s purpose and stance. • making connections between works, self and related topics. • responding to public documents (such as but not limited to editorials, reviews, local, state, and national policies/issues including those with a historical context). 	<p>TM: See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112. 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>3.02 Continue to explore and analyze the use of the problem-solution process by:</p> <ul style="list-style-type: none"> • evaluating problems and solutions within various texts and situations. • utilizing the problem-solution process within various contexts/situations. • constructing essays/presentations that respond to a given problem by proposing a solution that includes relevant details. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>TM: In lessons. See Overview, p. 16, p. 18. During Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>3.03 Evaluate and create arguments that persuade by:</p> <ul style="list-style-type: none"> • understanding the importance of the engagement of audience by establishing a context, creating a persona, and otherwise developing interest. • noting and/or developing a controlling idea that makes a clear and knowledgeable judgment. • arranging details, reasons, and examples effectively and persuasively. • anticipating and addressing reader/listener concerns and counterarguments. • recognizing and/or creating an organizing structure appropriate to purpose, audience, and context. 	<p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Competency Goal 4 The learner will continue to refine critical thinking skills and create criteria to evaluate print and non-print materials.</p>	
<p>4.01 Analyze the purpose of the author or creator and the impact of that purpose by:</p> <ul style="list-style-type: none"> • monitoring comprehension for understanding of what is read, heard, and/or viewed. • evaluating any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • evaluating the underlying assumptions of the author/creator. • evaluating the effects of author’s craft on the reader/viewer/listener. 	<p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p>
<p>4.02 Analyze and develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication by:</p> <ul style="list-style-type: none"> • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. 	<p>TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.</p>
<p>4.03 Use the stance of a critic to:</p> <ul style="list-style-type: none"> • consider alternative points of view or reasons. • remain fair-minded and open to other interpretations. • constructing a critical response/review of a work/topic. 	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Competency Goal 5 The learner will respond to various literary genres using interpretive and evaluative processes.</p>	
<p>5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by:</p> <ul style="list-style-type: none"> • using effective reading strategies to match type of text. • reading self-selected literature and other materials of interest to the individual. • reading literature and other materials selected by the teacher. • assuming a leadership role in student-teacher reading conferences. • leading small group discussions. • taking an active role in whole class seminars. • analyzing the effects of elements such as plot, theme, characterization, style, mood, and tone. • discussing the effects of such literary devices as figurative language, dialogue, flashback, allusion, irony, and symbolism. • analyzing and evaluating themes and central ideas in literature and other texts in relation to personal and societal issues. • extending understanding by creating products for different purposes, different audiences, and within various contexts. • analyzing and evaluating the relationships between and among characters, ideas, concepts, and/or experiences. 	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.. Opportunities. p. 15. Text Connections. Unit 4, Literary Devices, p. 90. 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>5.02 Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through:</p> <ul style="list-style-type: none"> • reading a variety of literature and other text (e.g., young adult novels, short stories, biographies, plays, free verse, narrative poems). • evaluating what impact genre-specific characteristics have on the meaning of the text. • evaluating how the author’s choice and use of a genre shapes the meaning of the literary work. • evaluating what impact literary elements have on the meaning of the text. 	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Competency Goal 6 The learner will apply conventions of grammar and language usage.</p>	
<p>6.01 Model an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> • using a variety of sentence types, punctuating properly, and avoiding fragments and run-ons. • using subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • applying the parts of speech to clarify language usage. • using pronouns correctly, including clear antecedents and case. • using phrases and clauses correctly, including proper punctuation (e.g. prepositional phrases, appositives, dependent and independent clauses.) 	<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>
<ul style="list-style-type: none"> • determining the meaning of unfamiliar vocabulary words using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • evaluating the use and power of dialects in standard/nonstandard English usage. • applying correct language conventions and 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>6.02 Continue to identify and edit errors in spoken and written English by:</p> <ul style="list-style-type: none"> • using correct spelling of words appropriate in difficulty for eighth graders and refining mastery of an individualized list of commonly misspelled words. • producing final drafts/presentations that demonstrate accurate spelling and the correct use of punctuation, capitalization, and spelling and the correct use of punctuation, capitalization, and format. • self correcting errors in everyday speech. • independently practicing formal oral presentations. 	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>