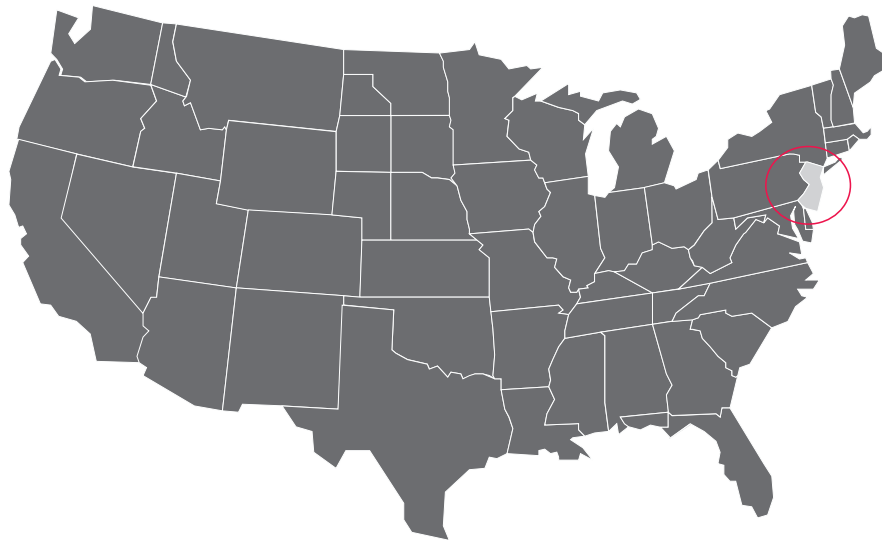


MCI Comprehension



Correlated to the:

New Jersey

State English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
Correlated to the
New Jersey 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 New Jersey Academic and Professional Standards. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
Strand: Reading Standard 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	
Concept A Concepts About Print/Text	
1. Use a text index and glossary independently and appropriately.	TM: Opportunities, p. 15. Text Connections, p. 22 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Survey and explain text features that contribute to comprehension (e.g., headings, introductory, concluding paragraphs).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
3. Recognize and use common print formats to obtain information (e.g., newspapers, magazines, electronic sources).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept B Phonological Awareness No additional indicators at this grade level.	
Concept C Decoding and Word Recognition	
1. Use a dictionary to decode new words independently.	TM: p. 23, Library (During Reading)
2. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words	TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Apply knowledge of new words correctly (refer to word parts and word origin).	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
4. Apply spelling and syllabication rules that aid in decoding and word recognition	TM: All lessons. See Overview, p. 15, p. 18. During Reading.
Concept D Fluency	
1. Adjust reading speed appropriately for different purposes and audiences.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
2. Read aloud in ways that reflect understanding of proper phrasing and intonation.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
3. Read silently for the purpose of increasing speed, accuracy, and reading fluency.	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
4. Apply self-correcting strategies to decode and gain meaning from print, both orally and silently.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Concept E Reading Strategies (before, during, and after reading)	
Activate prior knowledge and anticipate what will be read or heard.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Vary reading strategies according to their purpose for reading and the nature of the text.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
3. Reread to make sense of difficult paragraphs or sections of text.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Make revisions to text predictions during and after reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Use reference aids for word meanings when reading.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18. During Reading. p. 23. Library.
Apply graphic organizers to illustrate key concepts and relationships in a text.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
Concept F Vocabulary and Concept Development	
1. Infer word meanings from learned roots, prefixes, and suffixes.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Infer specific word meanings in the context of reading passages.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Identify and correctly use antonyms, synonyms, homophones, and homographs.	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
4. Use the dictionary for a variety of purposes (e.g., definitions, word origins, parts of speech).	TM: p. 23. Library (During Reading)
5. Use a thesaurus to identify alternative word choices and meanings.	TM: Opportunities, p. 15. Text Connections, p. 22 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept G Comprehension Skills and Response Text	
1. Respond critically to an author’s purpose, ideas, views, and beliefs.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
2. Identify genre by their distinctive elements (e.g. tall tale-exaggeration).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
3. Use cause and effect and sequence of events to gain meaning.	TM: Unit 3, Cause and Effect, p. 68.
4. Construct meaning from text by making conscious connections to self, an author, and others.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
5. Recognize persuasive and propaganda techniques used to influence readers.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
6. Recognize and understand historical and cultural biases and different points of view.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
7. Identify and analyze features of themes conveyed through characters, actions, and images.	TM: Unit 1, Main Idea and Details, p. 24.
8. Distinguish between major and minor details.	TM: Unit 1, Main Idea and Details, p. 24.
9. Make inferences using textual information and provide supporting evidence.	TM: Opportunities. Unit 4 Drawing Conclusions/Predicting Outcomes, p. 90.
10. Recognize common organizational patterns in text that support comprehension (e.g., headings captions).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
11. Identify and analyze text types, formats, and elements in nonfiction.	TM: All lessons. See Overview, pl 16, p. 17. Before Reading.
12. Recognize characterization, setting, plot, theme, and point of view in fiction.	TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124. p. 140. See Library, p. 22.
13. Recognize sensory details, figurative language, and other literary devices in text.	TM: Unit 5, Figurative Language, p. 112.
14. Identify and respond to the elements of sound and structure in poetry.	TM: Unit 5, Figurative Language, p. 112.
15. Analyze drama as a source of information, entertainment, persuasion, or transmitter of culture.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
16. Identify and analyze elements of setting, plot, and characterization in plays that are read, written, or performed.	N/A
17. Explain ways that the setting contributes to the mood of a novel, play, or poem.	TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading.
18. Interpret idiomatic expressions.	N/A
Concept H Inquiry and Research	
1. Develop and revise questions for investigations prior to, during, and after reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Select and use multiple sources to locate information relevant to research questions.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Draw conclusions from information gathered from multiple sources.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.	TM: Opportunities on p. 6, p. 7, p. 8, p. 17, p. 47.
5. Summarize and organize information by taking notes, outlining ideas, and/or making charts.	TM: Opportunities in all lessons. See Overview, p. 16, p. 19. After Reading.
6. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. Compare themes, characters, settings, and ideas across texts or works and produce evidence of understanding.	N/A
Strand: Writing STANDARD 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Concept A Writing as a Process (prewriting, drafting, revising, editing, postwriting)	
1. Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with a detailed summary.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Generate ideas for writing through reading and making connections across the curriculum and with current events.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Expand knowledge about form, structure, and voice in a variety of genres.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
4. Use strategies such as graphic organizers and outlines to elaborate and organize ideas for writing.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
5. Draft writing in a selected genre with supporting structure and appropriate voice according to the intended message, audience, and purpose for writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6. Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify the choices made.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. Revise drafts by rereading for meaning, narrowing focus, elaborating and deleting, as well as reworking organization, openings, closings, word choice, and consistency of voice.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8. Review own writing with others to understand the reader's perspective and to consider and incorporate ideas for revision.	N/A
9. Review and edit work for spelling, usage, clarity, organization, and fluency.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
10. Use a variety of reference materials to revise work.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
11. Use computer writing applications during the writing process.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
12. Understand and apply the elements of a scoring rubric to improve and evaluate writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
13. Reflect on own writing, noting strengths and setting goals for improvement.	N/A
Concept B Writing as a Product (resulting in a formal product or publication)	
1. Expand knowledge of characteristics, structures, and tone of selected genres.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
2. Write a range of grade appropriate essays across curricula (e.g., persuasive, personal, descriptive, issue- based)	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Write grade appropriate, multi-paragraph expository pieces across curricula (e.g., problem/solution, cause/effect, hypothesis/results, feature articles, critique, research reports).	TM: Unit 3, Cause and Effect, p. 68.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
4. Write various types of prose, such as short stories, biography, autobiography, or memoir that contain narrative elements.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Support main idea, topic, or theme with facts, examples, or explanations, including information from multiple sources.	TM: Unit 1, Main Idea and Details, p. 24.
6. Sharpen focus and improve coherence by considering the relevancy of included details, and adding, deleting, and rearranging appropriately.	N/A
7. Write sentences of varying length and complexity, using specific nouns, verbs, and descriptive words.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Prepare a works consulted page for reports or research papers.	N/A
9. Provide logical sequence throughout multi-paragraph works by refining organizational structure and developing transitions between ideas.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
10. Engage the reader from beginning to end with an interesting opening, logical sequence, and satisfying conclusion.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept C Mechanics, Spelling, and Handwriting	
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling, handwriting.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Use a variety of sentence types and syntax, including independent and dependent clauses and prepositional and adverbial phrases, to connect ideas and craft writing in an interesting and grammatically correct way.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Use knowledge of English grammar and usage to express ideas effectively.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Use correct capitalization and punctuation, including commas and colons, throughout writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Use quotation marks and related punctuation correctly in passages of dialogue.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Use knowledge of roots, prefixes, suffixes, and English spelling patterns to spell words correctly in writing.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
7. Demonstrate understanding of reasons for paragraphs in narrative and expository writing and indent appropriately in own writing.	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>
8. Edit writing for correct grammar usage, capitalization, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
9. Use a variety of materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
10. Write legibly in manuscript or cursive to meet district standards.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept D Writing Forms, Audiences, and Purposes (exploring a variety of forms)	
1. Write for different purposes (e.g., to express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g., self, peers, community).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Gather, select, and organize information appropriate to a topic, task, and audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop and use knowledge of a variety of genres, including expository, narrative, persuasive, poetry, critiques, and everyday/ workplace writing.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
4. Organize a response that develops insight into literature by exploring personal reactions, connecting to personal experiences, and referring to the text through sustained use of examples.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Write narratives, establishing a plot or conflict, setting, characters, point of view, and resolution.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Use narrative techniques (e.g., dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters).	N/A
7. Write reports based on research with a scope narrow enough to be thoroughly covered, supporting the main ideas or topic with facts, examples, and explanations from authoritative sources, and including a works consulted page.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Write persuasive essays with clearly stated positions or opinions supported by organized and relevant evidence to validate arguments and conclusions, and sources cited when needed.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
9. Demonstrate the ability to write business letters in correct format and coherent style.	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>
10. Use a variety of strategies to organize writing, including sequence, chronology, cause/effect, problem/solution, and order of importance.	TM: Unit 3, Cause and Effect, p. 68.
11. Demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.	N/A
12. Use relevant graphics in writing (e.g., maps, charts, illustrations, graphs, photographs).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
13. Demonstrate the development of a personal style and voice in writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
14. Review scoring criteria of relevant rubrics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
15. Develop a collection of writings (e.g., a literacy folder or a literacy portfolio).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Speaking</p> <p>Standard: 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Concept A</p> <p>Discussion (small group and whole class)</p>	
1. Support a position with organized, appropriate details.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Stay focused on a topic and ask relevant questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Acknowledge others' opinions and respond appropriately.	TM: All 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.
4. Respond orally to literature.	TM: All 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.
5. Participate in class discussion appropriately.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
<p>Concept B</p> <p>Questioning (Inquiry) and Contributing</p>	
1. Respond orally by adding questions and comments while integrating knowledge.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. Demonstrate effective use of a variety of questions, including literal, inferential, and evaluative questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Explore concepts by describing, narrating, or explaining how and why things happen.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Discuss information heard, offer personal opinions, and ask for restatement or general explanation to clarify meaning.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
5. Reflect and evaluate information learned as a result of the inquiry.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
6. Solve a problem or understand a task through group cooperation.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Concept C Word Choice	
Use varied word choice to clarify, illustrate, and elaborate.	
2. Use figurative language purposefully in speaking situations	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Select and use suitable vocabulary to fit a range of audiences.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept D Oral Presentation	
1. Develop and deliver a formal presentation based on a central theme, including logical sequence, introduction, main ideas, supporting details, and concluding remarks to an audience of peers, younger students, and/or parents.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Prepare, rehearse, and deliver a formal presentation in logical or sequential order, including an opening, supportive details, and a closing statement.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. Unit 1, Main Idea and Details, p. 24.
3. Use clear, precise, organized language that reflects the conventions of spoken English.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Use visuals such as charts or graphs when presenting for clarification.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Use props effectively while speaking.	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>
6. Use verbal and non verbal elements of delivery (e.g., eye contact, stance) to maintain audience focus.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Read aloud with fluency.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Understand and use criteria from a rubric to improve an oral presentation.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
9. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.	N/A
Strand: Listening Standard: 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations. Concept A Active Listening	
1. Listen actively for a variety of purposes such as enjoyment and obtaining information.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Listen attentively and critically to a variety of speakers.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Recognize and analyze persuasive techniques while listening.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
5. Recognize the rich and varied language of literature (e.g., listen to a recording of poetry or classic literature).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Listen to determine a speaker’s purpose, attitude, and perspective.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
7. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	N/A
Concept B Listening Comprehension	
1. Demonstrate competence in active listening through responding to a story, interview, or oral report (e.g. summarizing, reacting, retelling).	TM: All lessons. See Overview, p. 16, p. 19. After Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
2. Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Ask pertinent questions, take notes, and draw conclusions based on information presented.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Make inferences based on an oral report or presentation.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Follow three and four-step oral directions.	TM: All lessons. See Overview, p. 16.
Strand: Viewing and Media Literacy Standard: 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources. Concept A Constructing Meaning	
1. Respond to and evaluate the use of illustrations to support text.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Use graphs, charts, and diagrams to report data.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Distinguish between factual and fictional visual representations (e.g. political cartoons).	N/A
4. Identify the central theme in a movie, film, or illustration.	N/A
5. Identify the target audience for a particular program, story, or advertisement.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Demonstrate an awareness of different media forms (e.g. newspapers, internet, magazines) and how they contribute to communication.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Understand uses of persuasive text related to advertising in society.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
8. Distinguish different points of view in media texts.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
Concept B Visual and Verbal Messages	
1. Understand that creators of both print media and electronic media have a purpose and target audience for their work	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Evaluate media messages for credibility.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Explore and interpret various messages found in advertisements and other texts.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
5. Discuss the emotional impact of a still image (e.g., photo, poster, painting) and how it aids understanding.	N/A
6. Compare and contrast media sources, such as film and book versions of a story.	N/A
7. Understand the uses of technology (e.g., the Internet for research).	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept C Living with Media	
1. Express and justify preferences for media choices.	N/A
2. Choose the most appropriate media for a presentation.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Use a rubric to evaluate the content of media presentations.	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Examine and evaluate effects of media on the family, home, and school.	N/A

Making Connections Intervention – Gold Level
Correlated to the
New Jersey 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 New Jersey Academic and Professional Standards. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Reading Standard: 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	
Concept A Concepts About Print/Text	
Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.	TM: All lessons. See Overview p. 16, p. 17. Before Reading.
Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).	TM: All lessons. See Overview p. 16, p. 17. Before Reading.
Concept B Phonological Awareness No additional indicators at this grade level.	
Concept C Decoding and Word Recognition	
1. Distinguish among the spellings of homophones (e.g. cite, site, sight).	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Apply spelling rules and syllabication that aid in correct spelling.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Continue to use structural analysis and context analysis to decode new words.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept D Fluency	
1. Read aloud in selected texts reflecting understanding of the text and engaging the listener.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
2. Read increasingly difficult texts silently with comprehension and fluency.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Reread informational text for clarity.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Concept E Reading Strategies (before, during, and after reading)	
1. Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Concept F Vocabulary and Concept Development	
1. Develop an extended vocabulary through both listening and independent reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading. Text Connections, p. 15, Library, p. 22.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
3. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.	TM: Unit 5, Figurative Language, p. 112.
Concept G Comprehension Skills and Response to Text	
1. Speculate about text by generating literal and inferential questions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Distinguish between essential and nonessential information.	TM: Unit 1, Main Idea and Details, p. 24.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.	TM: Recognizing Viewpoint: Persuasion, p. 134.
4. Articulate the purposes and characteristics of different genres.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.	TM: Unit 1, Main Idea and Details, p. 24.
6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.	N/A
8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.	TM: Opportunities in some texts, p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.	TM: Opportunities in some texts, p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136
10. Respond critically to text ideas and the author’s craft by using textual evidence to support interpretations.	TM: All texts. See Overview, p. 16, p. 17. Before Reading.
11. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text.	TM: Unit 5, Figurative Language, p. 112.
12. Identify and analyze recurring themes across literary works.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
13. Identify and understand the author’s use of idioms, analogies, metaphors, and similes in prose and poetry.	TM: Unit 5, Figurative Language, p. 112.
14. Compare and contrast the perspectives of authors in a variety of interdisciplinary works.	TM: Unit 2, Compare and Contrast, p. 46.
15. Interpret text ideas through journal writing, discussion, and enactment.	TM: Opportunities, p. 15. Text Connections, p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
16. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.	N/A
17. Interpret idiomatic expressions.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept H Inquiry and Research	
1. Produce written and oral work that demonstrates comprehension of informational materials.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
3. Collect materials for a portfolio that reflect possible career choices.	N/A
4. Self-select materials appropriately related to a research project.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Strand: Writing Standard: 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Concept A Writing as a Process (prewriting, drafting, revising, editing, postwriting)	
1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
6. Compose, revise, edit, and publish writing using appropriate word processing software.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
7. Reflect on own writing, noting strengths and setting goals for improvement.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept B Writing as a Product (resulting in a formal product or publication)	
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.	N/A
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept C Mechanics, Spelling, and Handwriting	
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	N/A
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.	N/A
5. Use transition words to reinforce a logical progression of ideas.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Write legibly in manuscript or cursive to meet district standards.	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 D Writing Forms, Audiences, and Purposes (exploring a variety of forms)	
1. Gather, select, and organize information appropriate to a topic, task, and audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).	TM: Unit 5, Figurative Language, p. 112.
6. Use primary and secondary sources to understand the value of each when writing a research report.	N/A
7. Write reports based on research and include citations, quotations, and works consulted page.	N/A
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	TM: Unit 1, Main Idea and Details, p. 24.
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.	N/A
10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.	TM: Unit 3, Cause and Effect, p. 68. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
15. Review scoring criteria of relevant rubrics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand 3: Speaking</p> <p>Standard: 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Concept A</p> <p>Discussion (small group and whole class)</p>	
1. Support a position, acknowledging opposing views.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Apply rules for cooperative or whole class debate on a controversial issue.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Define group roles using consensus to ensure task is understood and completed.	N/A
5. Participate in an informal debate (e.g., small group discussion).	
6. Respond orally to literature.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Participate in class discussions appropriately.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
<p>Concept B</p> <p>Questioning (Inquiry) and Contributing</p>	
1. Paraphrase others' comments to clarify viewpoints.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Question to clarify others' opinions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
3. Talk with others to identify and explore issues and problems.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Solve a problem or understand a task through group cooperation.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Concept C Word Choice	
1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Develop and use advanced vocabulary related to a topic.	TM: Opportunities in 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.
3. Use language that stimulates an audience’s interest.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Incorporate varied sentence structure and correct grammar.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept D Oral Presentation	
1. Use writing to prompt discussion and enhance planning of formal and informal presentations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Use visual aids, media, and/or technology to support oral communication.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.	N/A
6. Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.	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>
8. Read aloud with fluency.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Listening Standard: 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations. Concept A Active Listening	
1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Recognize persuasive techniques and credibility in oral communication.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
5. Listen to determine a speaker’s purpose, attitude, and perspective.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	N/A
Concept B Listening Comprehension	
1. Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
3. Critique information heard or viewed.	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>
4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Make inferences based on an oral report or presentation.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Strand: Viewing and media literacy Standard: 3.5 (Viewing and media literacy) All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources. Concept A Constructing Meaning	
1. Analyze aspects of print and electronic texts that support the author’s point of view, opinion, or attitude.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.	N/A
3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.	TM: Unit 5, Figurative Language, p. 112.
4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.	TM: Unit 2, Compare and Contrast, p. 46.
Concept B Visual and Verbal Messages	
1. Analyze and compare the pros and cons of visual and verbal advertising.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Evaluate various media messages for credibility.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.	N/A
4. Make inferences based upon the content of still images.	N/A
5. Compare and contrast media sources, such as film and book versions of a story.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept C Living with Media	
1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g. rating systems, rubric).	N/A
2. Analyze media content for emotional effect on audience.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

Making Connections Intervention – Crimson Level
Correlated to the
New Jersey 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 New Jersey Academic and Professional Standards. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Strand: Reading Standard: 3.1 (Reading) All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.	
Concept A Concepts about Print/Text	
1. Identify and use organizational structures to comprehend information. (e.g., logical order, comparison/contrast, cause/effect, chronological, sequential, procedural text).	TM: All lessons. See Overview p. 16, p. 17. Before Reading. Unit 1, Compare and Contrast, p. 24.
Concept B Phonological Awareness No additional indicators at this grade level.	
Concept C Decoding and Word Recognition	
1. Distinguish among the spellings of homophones to determine meaning (e.g. cite, site, sight).	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Apply spelling and syllabication rules that aid in decoding and word recognition.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Continue to use structural analysis and context analysis to decode new words.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Apply knowledge of word structures and patterns to read with automaticity.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept D Fluency	
1. Read grade-level text orally with high accuracy and appropriate pacing, intonation, and expression.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
2. Read increasingly difficult texts silently with comprehension and fluency.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
4. Adjust reading rate in response to the type of text and level of difficulty (e.g. recreational reading vs. informational reading).	TM: All lessons. See Overview, p. 16, p. 18. During Reading. p. 22, Library.
Concept E Reading Strategies (before, during, after reading)	
1. Monitor reading for understanding by automatically setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).	TM: Unit 1, Compare and Contrast, p. 24.
Concept F Vocabulary and Concept Development	
1. Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.	TM: p. 23 Library (During Reading)
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.	TM: Unit 4, Literary Devices, p. 90.
5. Explain relationships between and among words including connotation/denotation, antonyms/synonyms, and words with multiple meanings.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept G Comprehension Skills and Response to Text	
1. Differentiate between fact/opinion and bias and propaganda in newspapers, periodicals, and electronic texts.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
2. Compare and analyze several authors' perspectives of a character, personality, topic, setting, or event.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Analyze ideas and recurring themes found in texts, such as good versus evil, across traditional and contemporary works.	N/A
4. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.	N/A
5. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.	TM: Opportunities on p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.
6. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.	TM: Opportunities on 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.
7. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.	TM: All texts. See Overview, p. 16, p. 17. Before Reading.
8. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical, and stylistic features of text.	TM: Unit 4, Literary Devices, p. 90.
9. Identify and analyze recurring themes across literary works.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
10. Read critically and analyze poetic forms (e.g., ballad, sonnet, couplet).	N/A
11. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.	TM: Unit 4, Literary Devices, p. 90.
12. Understand perspectives of authors in a variety of interdisciplinary works.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
13. Interpret text ideas through journal writing, discussion, and enactment.	TM: Opportunities, p. 15. Text Connections, p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
14. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.	N/A
15. Compare and analyze the various works of writers through an author's study.	N/A
Concept H Inquiry and Research	
1. Produce written and oral work that demonstrates comprehension of informational materials.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
3. Collect materials for a portfolio that reflect personal career choices.	N/A
4. Self-select materials appropriately related to a research project.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Strand: Writing Standard: 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Concept A Writing as a Process (prewriting, drafting, revising, editing, postwriting)	
1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, technology-assisted processes).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.	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>
5. Utilize the New Jersey Registered Holistic scoring rubric to improve and evaluate their writing and the writing of peers.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
6. Compose, revise, edit, and publish writing using appropriate word processing software.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
7. Reflect on own writing, noting strengths and setting goals for improvement.	N/A
Concept B Writing as a Product (resulting in a formal product or publication)	
1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works cited page.	N/A
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept C Mechanics, Spelling, and Handwriting	
1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.	N/A
4. Refine the use of subordination, coordination, apposition, and other devices to indicate relationships between ideas.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
5. Use transition words to reinforce a logical progression of ideas.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Write legibly in manuscript or cursive to meet district standards.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Concept D Writing Forms, Audiences, and Purposes (exploring a variety of forms)	
1. Gather, select, and organize the most effective information appropriate to a topic, task, and audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Write personal narratives, short stories, memoirs, poetry, and persuasive and expository text that relate clear, coherent events, or situations through the use of specific details.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices sensory words and phrases, background information, thoughts and feelings of characters, comparison and contrast of characters.)	TM; Unit 4, Literary Devices, p. 90.
6. Use a variety of primary and secondary sources to understand the value of each when writing a research report.	N/A
7. Use a variety of primary and secondary sources to understand the value of each when writing a research report.	N/A
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.	TM: Unit 6, Synthesizing Information, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.	N/A
10. State a position clearly and convincingly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
12. Choose an appropriate organizing strategy such as cause/effect, pro and con, parody, to effectively present a topic, point of view, or argument.	TM: Unit 2, Cause and Effect, p. 46.
13. Use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
15. Review scoring criteria of relevant rubrics.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Strand: Speaking</p> <p>Standard: 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.</p> <p>Concept: A</p> <p>Discussion (small group and whole class)</p>	
1. Support a position, acknowledging opposing views.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Apply rules for cooperative or whole class debate on a controversial issue.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Define group roles using consensus to ensure task is understood and completed.	N/A
5. Participate in a formal debate (e.g., panel discussion).	N/A
6. Respond orally to literature.	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>
7. Participate in class discussion appropriately.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
Concept B Questioning (Inquiry) and Contributing	
1. Paraphrase others' comments to clarify viewpoints.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
2. Question to clarify others' opinions.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
3. Integrate relevant information regarding issues and problems from group discussions and interviews for reports, issues, projects, debates, and oral presentations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Solve a problem or understand a task through group cooperation.	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Concept C Word Choice	
1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Develop and use advanced vocabulary related to a topic.	TM: Opportunities 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.
3. Use language that stimulates an audience's interest.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Incorporate varied sentence structure and correct grammar.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Concept D Oral Presentation	
1. Use writing to prompt discussion and enhance planning of formal and informal presentations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Use visual aids, media, and/or technology to support oral communication.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics, research projects, and extemporaneous/improptu, dramatic speeches.	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>
4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.	N/A
6. Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact, for effective presentations.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8. Read aloud with fluency.	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Listening</p> <p>Standard: 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.</p> <p>Concept A</p> <p>Active Listening</p>	
1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.	TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker’s message.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
4. Recognize persuasive techniques and credibility in oral communication.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
5. Listen to determine a speaker’s purpose, attitude, and perspective.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept B Listening Comprehension	
1. Interpret a speaker’s verbal and nonverbal messages, purposes, and perspectives.	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.
2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.	TM: All lessons. See Overview, p. 16, p. 19. After Reading.
3. Critique information heard or viewed.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Ask probing questions to elicit information, including evidence to support the speaker’s claims and conclusions.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6. Paraphrase a speaker’s purpose and point of view.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7. Make inferences based on an oral report or presentation.	TM: Unit 3, Making Inferences, p. 68.
Strand: Viewing and media literacy Concept A Constructive Meaning	
1. Analyze aspects of print and electronic texts that support the author’s point of view, opinion, or attitude.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.	N/A
3. Analyze and respond to visual and print messages (e.g. humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.	TM: Unit 4, Literary Devices, p. 90.
4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.	TM: Unit 1, Compare and Contrast, p. 24.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Concept B Visual and Verbal Messages	
1. Analyze and compare the pros and cons of visual and verbal advertising.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
2. Evaluate various media messages for credibility.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.	N/A
4. Make inferences based upon the content of still images	N/A
5. Compare and contrast media sources, such as film and book versions of a story.	N/A
Concept C Living with Media	
1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g., rating systems, rubric).	N/A
2. Analyze media content for emotional effect on audience.	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.