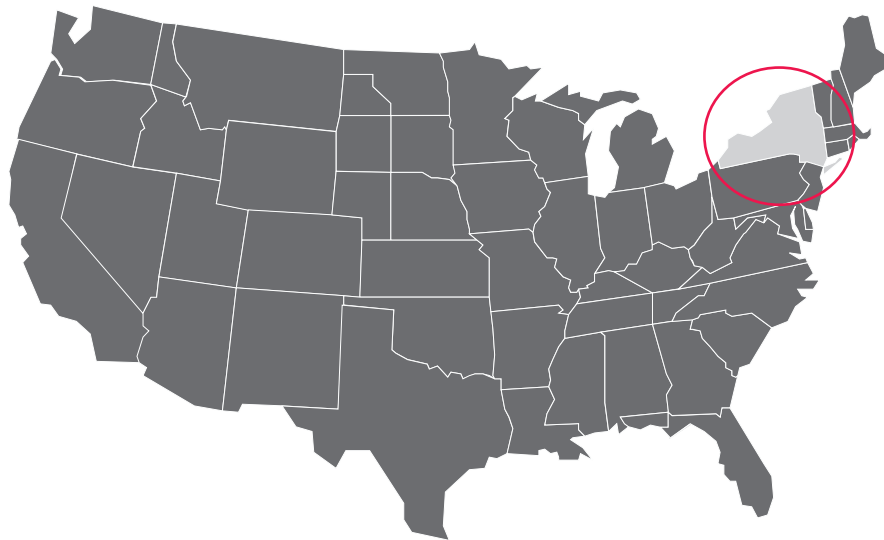




# MCI Comprehension



Correlated to the:

**New York**

State English Language Arts Expectations  
6–8

PRODUCTS BY



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

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

| STANDARDS/EXPECTATIONS  | <i>Making Connections Intervention</i> Component             |
|---|--|
| <b>Strand: Reading</b><br><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b> .<br><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b> .<br><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b> .<br><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b> . |  |
| <b>LITERACY COMPETENCIES</b><br><b>The reading competencies common to all four ELA standards that students demonstrate during grade 6 are:</b><br><b>Competency 1</b><br><b>Word Recognition</b>  |  |
| Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words   | TM: All lessons. See Overview, p. 16, p. 18. During Reading. |
| Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy   | TM: All lessons. See Overview, p. 16, p. 18. During Reading. |
| Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words  | TM: All lessons. See Overview, p. 16, p. 18. During Reading. |
| Recognize at sight a large body of high-frequency words and specialized content vocabulary  | TM: All lessons. See Overview, p. 16, p. 18. During Reading. |

| STANDARDS/EXPECTATIONS   | <i>Making Connections Intervention Component</i>  |
|--|---|
| <b>Competency 2<br/>Background Knowledge and Vocabulary Development</b>  |   |
| Extend knowledge of word meaning through direct and indirect mean  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts   | TM: All lessons. See Overview, p. 16, p. 17. Before Reading.  |
| Acquire new vocabulary by engaging with a variety of texts written by a range of different authors   | TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. p. 22 Library SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources  | TM: All lessons. See Overview, p. 16, p. 18. During Reading. p. 23 Library (During Reading)   |
| Use a thesaurus to identify synonyms and antonyms  | TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| <b>Competency 3<br/>Comprehension Strategies</b>   |   |
| Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes   | TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read   | TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.   |
| Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading  | TM: All lessons. See Overview, p. 16, p. 18. During Reading   |
| Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large  | TM: All lessons. See Overview, p. 16, p. 17. Before Reading   |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>  |
|--|--|
| State or summarize a main idea and support it or elaborate on it with relevant details   | TM: Unit 1, Main Idea and Details, p. 24.  |
| Present a point of view or interpretation of a text, such as its theme or the author’s intended message, and support it with relevant details from the text      | TM: Unit 6, Recognizing Bias, p. 134.  |
| Read grade-level texts and answer literal, inferential, analytic, and evaluative questions   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions | TM: In lessons. See Overview, p. 16, p. 17. Before Reading.  |
| Note and describe aspects of the writer’s craft, and explain the role that crafting techniques play in helping the reader comprehend the text                    | TM: Unit 5, Figurative Language, p. 112.   |
| Participate cooperatively and collaboratively in group discussions of texts  | TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.   |
| Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations   | TM: In lessons. See Overview, p. 16, p. 19. After Reading.<br>TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations                                  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| <b>Competency 4<br/>Motivation to Read</b>   |  |
| Show interest in reading a wide range of texts, topics, genres, and authors  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Read voluntarily for a variety of purposes   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Be familiar with titles and authors of a wide range of literature  | TM: Opportunities. p. 15. Text Connections. p. 22. Library.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Engage in independent silent reading for extended periods of time  | TM: Opportunities. p. 15. Text Connections. p. 22. Library<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |

| STANDARDS/EXPECTATIONS   | <i>Making Connections Intervention Component</i>   |
|--|--|
| <p style="text-align: center;"><b>Strand: Writing</b></p> <p style="text-align: center;"><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <p style="text-align: center;"><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <p style="text-align: center;"><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <p style="text-align: center;"><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> |  |
| <p style="text-align: center;"><b>LITERACY COMPETENCIES</b></p> <p style="text-align: center;"><b>The writing competencies common to all four ELA standards that students demonstrate during grade 6 are:</b></p> <p style="text-align: center;"><b>Competency 1</b></p> <p style="text-align: center;"><b>Spelling</b></p>  |  |
| Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| <p style="text-align: center;"><b>Competency 2</b></p> <p style="text-align: center;"><b>Handwriting</b></p>   |  |
| Use legible print and/or cursive writing   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| <p style="text-align: center;"><b>Competency 3</b></p> <p style="text-align: center;"><b>Composition</b></p>   |  |
| Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts   | TM: All lessons. See Overview, p. 16, p. 19. After Reading.<br>Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Write on a wide range of topics, both student and teacher selected   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Write, using a variety of media such as print and electronic   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>  |
|--|--|
| Use a variety of prewriting strategies to plan and organize writing<br><br>Review writing independently in order to revise for focus, development of ideas, organization, and language use | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.<br>TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Review writing independently to address editing concerns   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Write for a wide variety of audiences  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Adjust style of writing, including voice and language used, according to purpose and audience  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Demonstrate effective use of writer’s-craft techniques, such as literary devices, when writing   | TM: Opportunities. p. 15. Text Connections.<br>Unit 5, Figurative Language, p. 112.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Review writing with teachers and peers   | N/A  |
| <b>Competency 4<br/>Motivation to Write</b>  |  |
| Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Engage in writing voluntarily for a variety of purposes  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Engage in writing voluntarily on a range of topics   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |
| Publish writing in a variety of presentation or display mediums, for a variety of audiences  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  |

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

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

| STANDARDS/EXPECTATIONS  | <i>Making Connections Intervention</i> Component   |
|---|--|
| <b>Strand: Reading</b><br><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b><br><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b><br><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b><br><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b> |  |
| <b>LITERACY COMPETENCIES</b><br><b>The reading competencies common to all four ELA standards that students demonstrate during grade 7 are:</b><br><b>Competency 1</b><br><b>Word Recognition</b>  |  |
| Recognize at sight a large body of words and specialized-content vocabulary   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| Use multiple sources of information, including context, to self-monitor and self-correct for word-reading accuracy  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| <b>Competency 2</b><br><b>Background Knowledge and Vocabulary Development</b>   |  |
| Develop vocabulary through extensive reading of a variety of texts across subjects and genres   | TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. p. 22 Library<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>   |
|--|---|
| Use knowledge of word roots (e.g., Greek, Latin, and Anglo-Saxon) and word parts to determine word meaning   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Determine the meaning of unfamiliar vocabulary and idioms by using prior knowledge and context clues   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Use a variety of resources, such as dictionaries, glossaries, and other print and electronic references, to determine the meaning of unfamiliar vocabulary                   | TM: Opportunities. p. 15. Text Connections. p. 23. Library (During Reading)<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.                              |
| <b>Competency 3<br/>Comprehension Response</b>   |   |
| Comprehend and respond to a variety of texts from a range of genres and in a variety of formats for a variety of purposes  | TM: All lessons. See Overview, p. 16, p. 18. After Reading. TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| Identify and connect main ideas and themes of texts, using knowledge of text structures, organization, and purposes for reading  | TM: In lessons. See Overview, p. 16, p. 17. Before Reading.<br>Unit 1, Main Idea and Details, p. 24.  |
| Use a variety of comprehension strategies (e.g., predicting, questioning, summarizing, visualizing, and making connections) to support understanding and response to reading | TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.   |
| Identify and analyze points of view presented in written texts   | TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.  |
| Extend understanding of texts by relating content to personal experiences, other texts, and/or world events  | TM: In lessons. See Overview, p. 16, p. 17. Before Reading.   |
| Participate in group discussions to further understanding and response to reading  | TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.  |
| Demonstrate comprehension and respond to reading through activities such as writing, drama, and oral presentations   | TM: In lessons. See Overview, p. 16, p. 19. After Reading.<br>TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections |
| <b>Competency 4<br/>Motivation to Read</b>   |   |
| Develop personal reading goals and maintain records of reading accomplishments   | N/A   |
| Read voluntarily for a variety of purposes   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |

| STANDARDS/EXPECTATIONS   | <i>Making Connections Intervention Component</i>  |
|--|---|
| Be familiar with titles and authors of a wide range of grade- or age-appropriate literature  | TM: Opportunities. p. 15. Text Connections. p. 22. Library.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| Engage in independent silent reading for extended periods of time  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| <p><b>Strand: Writing</b></p> <p><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b></p> <p><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b></p> <p><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b></p> <p><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b></p> |   |
| <p><b>LITERACY COMPETENCIES</b></p> <p><b>The writing competencies common to all four ELA standards that students demonstrate during grade 7 are:</b></p> <p><b>Competency 1</b></p> <p><b>Written Language Conventions</b></p>  |   |
| Correctly spell a large body of words  | TM: In lesson. See Overview, p. 16, p. 19. After Reading. Opportunities. p. 15.<br>Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Use a variety of spelling strategies (e.g., spelling patterns) and spelling resources (e.g., spelling dictionaries and spell-check tools) to support correct spelling  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| Use legible print or cursive handwriting, or word processing, as is appropriate to the writing context   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| <p><b>Competency 2</b></p> <p><b>Composition</b></p>   |   |
| Use a variety of strategies to plan and organize ideas for writing, such as keeping a list of topic ideas and a writer’s notebook, using graphic organizers, etc.  | TM: In lesson. See Overview, p. 16, p. 19. After Reading. Opportunities. p. 15.<br>Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Write on a wide range of topics, both student and teacher selected   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| Write for a variety of purposes, with attention given to using the form of writing that best supports its purpos   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |
| Write for a range of audiences, adjusting writing style and tone accordingly   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.  |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>   |
|--|---|
| Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts | TM: In lesson. See Overview, p. 16, p. 19. After Reading. Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts  | TM: In lesson. See Overview, p. 16, p. 19. After Reading. Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Revise writing to improve organization, clarity, and coherence   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| Edit writing to adhere to the conventions of written English   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| Work collaboratively with peers to plan, draft, revise, and edit written work  | N/A   |
| Write, using a variety of media to communicate ideas and information   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| <b>Competency 3<br/>Motivation to Write</b>  |   |
| Engage in writing voluntarily for a variety of purposes, topics, and audiences   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| Publish writing in a variety of presentation or display media  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |

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

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

| STANDARDS/EXPECTATIONS  | <i>Making Connections Intervention</i> Component   |
|---|--|
| <b>Strand: Reading</b><br><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding</b> .<br><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression</b> .<br><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation</b> .<br><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction</b> . |  |
| <b>LITERACY COMPETENCIES</b><br><b>The reading competencies common to all four ELA standards that students demonstrate during grade 8 are:</b><br><b>Competency 1</b><br><b>Word Recognition</b>  |  |
| Recognize at sight a large body of high-frequency words and specialized content vocabulary  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| Use a variety of word recognition strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words quickly and accurately   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| Use varied sources of information, including context, to monitor and self-correct for word-reading accuracy   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.   |
| <b>Competency 2</b><br><b>Background Knowledge and Vocabulary Development</b>   |  |
| Acquire grade-appropriate vocabulary by reading a variety of texts across subject areas   | TM: All lessons. See Overview, p. 16, p. 18. During Reading. Opportunities. p. 15. Text Connections. p. 22 Library<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>   |
|--|---|
| Determine the meaning of unfamiliar words, terms, and idioms by using context, dictionaries, glossaries, and other print and electronic resources  | TM: Opportunities. p. 15. Text Connections. p. 23. Library (During Reading)<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.                             |
| Determine the meaning of unfamiliar words, terms, and idioms by using word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Determine the meaning of unfamiliar words, terms, and idioms by using prior knowledge and context clues  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Recognize grade-appropriate synonyms and antonyms and use a thesaurus to identify additional examples  | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| Recognize multiple meanings of words and connections among meanings of words   | TM: All lessons. See Overview, p. 16, p. 18. During Reading.  |
| <b>Competency 3<br/>Fluency</b>  |   |
| Read grade-appropriate texts with appropriate expression, phrasing, and pacing   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| <b>Competency 4<br/>Comprehension/Response</b>   |   |
| Respond to and comprehend various genres for student-selected and teacher-selected purposes  | TM: All lessons. See Overview, p. 16, p. 18. After Reading. TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. |
| Combine multiple strategies (e.g., predict/confirm, question, visualize, summarize, monitor, self-correct) to enhance comprehension and response   | TM: All lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.   |
| Use text structure and literary devices to aid comprehension and response  | TM: In lessons. See Overview, p. 16, p. 17. Before Reading.<br>Unit 4, Literary Devices, p. 90.   |
| Work collaboratively with peers to comprehend and respond to texts   | TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.  |
| Analyze, contrast, support, and critique points of view in a wide range of genres  | TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.  |
| Find, evaluate, and combine information from print and electronic sources for student-selected and teacher-selected inquiries  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |
| Demonstrate comprehension and response through a range of activities, such as writing, drama, oral presentation, and mixed media performance   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.   |

| STANDARDS/EXPECTATIONS  | <i>Making Connections Intervention Component</i>   |
|---|--|
| <b>Competency 5<br/>Motivation to Read</b>  |  |
| Show interest in reading a wide range of texts, topics, genres, and authors   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Read voluntarily for a variety of personal and academic purposes  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Be familiar with titles and authors of a wide range of grade-appropriate literature   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| Engage in independent silent reading for extended periods of time   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| <b>Strand: Writing</b><br><b>Standard 1:</b> Students will read, write, listen, and speak for <b>information and understanding.</b><br><b>Standard 2:</b> Students will read, write, listen, and speak for <b>literary response and expression.</b><br><b>Standard 3:</b> Students will read, write, listen, and speak for <b>critical analysis and evaluation.</b><br><b>Standard 4:</b> Students will read, write, listen, and speak for <b>social interaction.</b> |  |
| <b>LITERACY COMPETENCIES</b><br><b>The writing competencies common to all four ELA standards that students demonstrate during grade 8 are:</b><br><b>Competency 1</b><br><b>Spelling</b>  |  |
| Correctly spell most words in one’s writing   | TM: In lesson. See Overview, p. 16, p. 19. After Reading. Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Use a variety of spelling resources, such as spelling dictionaries and spell-check tools, to spell words correctly  | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| <b>Competency 2</b><br><b>Text Production</b>   |  |
| Use legible print or cursive writing, or type   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |
| <b>Competency 3</b><br><b>Composition</b>   |  |
| Compose, mechanically grade-appropriate texts for a variety of student-selected and teacher-selected purposes   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.   |

| STANDARDS/EXPECTATIONS   | <i><b>Making Connections Intervention Component</b></i>  |
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| Write with voice to address varied purposes, topics, and audiences across the curriculum         | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Organize writing effectively to communicate ideas to an intended audience                        | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Compose arguments to support points of view with relevant details from single and multiple texts | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Work collaboratively with peers to plan, draft, revise, and edit written work                    | N/A  |
| Produce written and multimedia reports of inquiry, using multiple sources                        | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| <b>Competency 4<br/>Motivation to Write</b>  |  |
| Engage in writing voluntarily for a variety of purposes, topics, and audiences                   | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |
| Publish writing in a variety of presentation or display media                                    | TM: Opportunities. p. 15. Text Connections.<br>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. |