

# MCI Comprehension



Correlated to the:

**Ohio**

State English Language Arts Expectations  
6–8

PRODUCTS BY



***Making Connections Intervention – Aqua Level***  
**Correlated to the**  
**Ohio State English Language Arts Expectations**

**Grade 6**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections Intervention* program that align to the Ohio State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<b>Standard 1: Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
<b>Standard 2: Acquisition of Vocabulary</b>	
Contextual Understanding 1. Define the meaning of unknown words by using context clues and the author’s use of definition, restatement and example.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
Conceptual Understanding 2. Apply knowledge of connotation and denotation to determine the meaning of words.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>3. Identify analogies and other word relationships, including synonyms and antonyms, to determine the meaning of words.</p> <p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p> <p>5. Recognize and use words from other languages that have been adopted into the English language.</p> <p>Structural Understanding</p> <p>6. Apply the knowledge of prefixes, suffixes and roots and their various inflections to analyze the meanings of words.</p> <p>7. Identify symbols and acronyms and connect them to whole words.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Tools and Resources</p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. p. 23 Library, During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<b>Standard 3: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<p>Comprehension Strategies</p> <p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p> <p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17, p.18 Before Reading, During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17 Before Reading</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>3. Make critical comparisons across texts, noting author’s style as well as literal and implied content of text.</p> <p>4. Summarize the information in texts, recognizing important ideas and supporting details, and noting gaps or contradictions.</p> <p>5. Select, create and use graphic organizers to interpret textual information.</p> <p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts, electronic and visual media.</p>	<p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. SB: All lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Self-Monitoring Strategies</p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p> <p>8. List questions and search for answers within the text to construct meaning.</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading</p>
<p>Independent Reading</p> <p>9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112 Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Standard 4: Reading Applications: Informational, Technical and Persuasive Text</b>	
<p>1. Use text features, such as chapter titles, headings and subheading; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.</p> <p>2. Analyze examples of cause and effect and fact and opinion.</p> <p>3. Compare and contrast important details about a topic, using different sources of information including books, magazines, newspapers and online resources</p> <p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas and critical details of the original text.</p> <p>5. Analyze information found in maps, charts, tables, graphs, diagrams and cutaways.</p> <p>6. Identify an author’s argument or viewpoint and assess the adequacy and accuracy of details used.</p> <p>7. Identify and understand an author’s purpose for writing, including to explain, entertain, persuade or inform.</p> <p>8. Summarize information from informational text, identifying the treatment, scope and organization of ideas.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM: Unit 3, Cause and Effect, p. 68.</p> <p>TM: Unit 2, Compare and Contrast, p. 46.</p> <p>TM: Unit 1, Main Idea and Details, p. 24.</p> <p>SB: Opportunities on p. 6, p. 7, p. 8, p. 17, p. 47</p> <p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 95.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: See Overview, p. 16, p. 19. After reading. Informational Texts p. 29, p. 41, p. 63, p. 73, p. 79, p. 101, p. 107. See Library list, p. 22.</p>
<b>Standard 5: Reading Applications: Literary Text</b>	
<p>1. Analyze the techniques authors use to describe characters, including narrator or other characters’ point of view; character’s own thoughts, words or actions.</p> <p>2. Identify the features of setting and explain their importance in literary text.</p> <p>3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.</p>	<p>TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
4. Explain first, third and omniscient points of view, and explain how voice affects the text.	N/A
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	N/A
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, fiction and non-fiction.	TM: See Overview, p. 16, p. 17. Before Reading.
7. Distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.	TM: Unit 5, Figurative Language, p. 112.
<b>Standard 6: Writing Processes</b>	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	N/A
2. Conduct background reading, interviews or surveys when appropriate.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Establish a thesis statement for informational writing or a plan for narrative writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Determine a purpose and audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. Practice the Skill, p. 15.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Drafting, Revising, and Editing</p> <p>6. Organize writing, beginning with an introduction, body and a resolution of plot, followed by a closing statement or a summary of important ideas and details.</p> <p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p> <p>9. Vary language and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. p. 23 Library, During Reading. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Publishing</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<b>Standard 7: Writing Applications</b>	
<p>1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, characters, and a specific setting.</p> <p>2. Write responses to novels, stories, poems and plays that provide an interpretation, critique or reflection and support judgments with specific references to the text.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: See Overview, p. 16, p. 19. After Reading. SM: p. 15, p. 21, p.33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<p>3. Write letters that state the purpose, make requests or give compliments and use business letter format.</p> <p>4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources and create an organizing structure appropriate to the purpose, audience and context.</p> <p>5. Write persuasive essays that establish a clear position and include organized and relevant information to support ideas.</p> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>SM: Text Connections, p. 112.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities in each unit. Texts 5 and 6. Library p. 12 p. 23</p>
<b>Standard 8: Writing Conventions</b>	
<p>Spelling</p> <p>1. Spell frequently misspelled and high-frequency words correctly.</p>	<p>N/A</p>
<p>Punctuation and Capitalization</p> <p>2. Use commas, end marks, apostrophes and quotation marks correctly.</p> <p>3. Use semicolons, colons, hyphens, dashes and brackets.</p> <p>4. Use correct capitalization.</p>	<p>For 2, 3, and 4.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: See Overview, p. 16, p. 19. After Reading. SM: p. 15, p. 21, p.33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>Grammar and Usage</p> <p>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>6. Use verbs, including perfect tenses, transitive and intransitive verbs and linking verbs.</p> <p>7. Use nominative, objective, possessive, indefinite and relative pronouns.</p> <p>8. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</p>	<p>For 5, 6, 7, and 8.</p> <p>TM: Opportunities, p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: See Overview, p. 16, p. 19. After Reading.</p> <p>SM: p. 15, p. 21, p.33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<b>Standard 9: Research</b>	
<p>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</p> <p>2. Identify appropriate sources, and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</p> <p>3. Identify elements of validity in sources, including publication date, coverage, language, points of view, and discuss primary and secondary sources.</p> <p>4. Identify important information found in sources and paraphrase the findings in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</p> <p>5. Compare and contrast important findings and select sources to support central ideas, concepts and themes.</p> <p>6. Use quotations to support ideas.</p> <p>7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).</p> <p>8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.</p>	<p>For 1 – 8.</p> <p>TM: Opportunities, p. 15. Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Standard 10: Communication: Oral and Visual</b>	
<p>Listening and Viewing</p> <ol style="list-style-type: none"> <li>1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</li> <li>2. Summarize the main idea and draw conclusions from presentations and visual media.</li> <li>3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</li> <li>4. Identify the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</li> </ol>	<p>For 1 - 4.            TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>Speaking Skills and Strategies</p> <ol style="list-style-type: none"> <li>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</li> <li>6. Use clear diction and tone, and adjust volume, phrasing and tempo to stress important ideas.</li> <li>7. Adjust speaking content and style according to the needs of the situation, setting and audience.</li> </ol>	<p>For 5 - 7            TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>Speaking and Applications</p> <ol style="list-style-type: none"> <li>8. Deliver informational presentations (e.g., expository, research) that:               <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ol> </li> <li>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</li> <li>10. Deliver persuasive presentations that:               <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support position and to address potential concerns of listeners; and</li> <li>c. follow common organizational structures when appropriate (e.g., cause-effect, compare-contrast, problem-solution).</li> </ol> </li> </ol>	<p>For 8 – 10.            TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19 During Reading, After Reading.            Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

***Making Connections Intervention – Gold Level***  
**Correlated to the**  
**Ohio State English Language Arts Expectations**

**Grade 7**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections Interventions* program that align to the Ohio State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

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

<b>STANDARDS/EXPECTATIONS</b>	<b><i>Making Connections Intervention</i> Component</b>
<b>Standard 1: Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
<b>Standard 2: Acquisition of Vocabulary</b>	
Contextual Understanding 1. Define the meaning of unknown words through context clues and the author’s use of comparison, contrast, definition, restatement and example.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
Conceptual Understanding 2. Apply knowledge of connotation and denotation to determine the meaning of words.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
3. Infer word meanings through the identification of analogies and other word relationships, including synonyms and antonyms.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>4. Interpret metaphors and similes to understand new uses of words and phrases in text.</p> <p>5. Recognize and use words from other languages that have been adopted into the English language.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Structural Understanding</p> <p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots and affixes to understand vocabulary.</p> <p>7. Use knowledge of symbols and acronyms to identify whole words.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Tools and Resources</p> <p>8. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. p. 23 Library, During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p><b>Standard 3</b> <b>READING: Comprehension and Analysis of Literary Text</b></p>	
<p>Comprehension Strategies</p> <p>1. Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems.</p> <p>2. Predict or hypothesize as appropriate from information in the text, substantiating with specific references to textual examples that may be in widely separated sections of text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17, p.18 Before Reading, During Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 17 Before Reading</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>3. Make critical comparisons across text, noting author’s style as well as literal and implied content of text.</p> <p>4. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions.</p> <p>5. Select, create and use graphic organizers to interpret textual information.</p> <p>6. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>N/A</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. SB: All lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Self-Monitoring Strategies</p> <p>7. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading</p>
<p>Independent Reading</p> <p>8. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>9. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112 Text Connections.</p>
<b>Standard 4: Reading Applications: Informational, Technical and Persuasive Text</b>	
<p>1. Use text features, such as chapter titles, headings and subheadings; parts of books, including index, appendix, table of contents and online tools (search engines) to locate information.</p> <p>2. Analyze examples of cause and effect and fact and opinion.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>TM. Unit 3, Cause and Effect, p. 68.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.</p> <p>4. Compare original text to a summary to determine the extent to which the summary adequately reflects the main ideas, critical details and underlying meaning of the original text.</p> <p>5. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p> <p>6. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques and examples of bias and stereotyping.</p>	<p>TM: Unit 2, Compare and Contrast, p. 46.</p> <p>TM: Unit 1, Main Ideas and Details, p. 24.</p> <p>SB: Opportunities on p. 8, p. 24, p. 25, p. 101.</p> <p>TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>7. Identify an author’s purpose for writing and explain an author’s argument, perspective or viewpoint in text.</p> <p>8. Compare the treatment, scope and organization of ideas.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 19. After Reading.</p> <p>TM: Opportunities, p. 15. Text from different texts on the same topic. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<b>Standard 5: Reading Applications: Literary Text</b>	
<p>1. Explain interactions and conflicts (e.g., character vs. self, nature or society) between main and minor characters in literary text and how the interactions affect the plot.</p> <p>2. Analyze the features of the setting and their importance in a text.</p>	<p>TM: Opportunities in some lessons. p. 52, p. 70, p. 92, p. 118, p. 124, p. 146.</p> <p>TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 52, p. 70, p. 92, p. 118, p. 124, p. 146. See Library list, p. 22.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
3. Identify the main and minor events of the plot, and explain how each incident gives rise to the next.	N/A
4. Identify and compare subjective and objective points of view and how they affect the overall body of a work.	N/A
5. Identify recurring themes, patterns and symbols found in literature from different eras and cultures.	N/A
6. Explain the defining characteristics of literary forms and genres, including poetry, drama, myths, biographies, autobiographies, science fiction, fiction and non-fiction.	TM: See Overview, p. 16, p. 17. Before Reading.
7. Interpret how mood or meaning is conveyed through word choice, figurative language and syntax.	TM: Unit 5, Figurative Language, p. 112.
<b>Standard 6: Writing Processes</b>	
Prewriting	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas. 2. Conduct background reading, interviews or surveys when appropriate.	N/A TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
3. Establish a thesis statement for informational writing or a plan for narrative writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
4. Determine a purpose and audience.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
5. Use organizational strategies (e.g., rough outlines, diagrams, maps, webs and Venn diagrams) to plan writing.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. Practice the Skill, p. 15.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>Drafting, Revising, and Editing</p> <p>6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.</p> <p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. p. 23 Library, During Reading. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Publishing 17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Standard 7: Writing Applications</b>	
1. Write narratives that maintain a clear focus and point of view and use sensory details and dialogue to develop plot, character and a specific setting.  2. Write responses to novels, stories, poems and plays that provide an interpretation, a critique or a reflection and support judgments with specific references to the text.  3. Write business letters that are formatted to convey ideas, state problems, make requests or give compliments.  4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.  5. Write persuasive essays that establish a clear position and include relevant information to support ideas.  6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.  TM: See Overview, p. 16, p. 19. After Reading. SM: p. 15, p. 21, p. 39, p. 51, p. 75, p.93  N/A  TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections  TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections  TM: Opportunities in each unit. Texts 5 and 6. Library p. 12 p. 23
<b>Standard 8: Writing Conventions</b>	
Spelling 1. Spell high-frequency words correctly.	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>Punctuation and Capitalization</p> <ol style="list-style-type: none"> <li>2. Use commas, end marks, apostrophes and quotation marks correctly.</li> <li>3. Use semicolons, colons, hyphens, dashes and brackets correctly.</li> <li>4. Use correct capitalization.</li> </ol>	<p>For 2, 3, and 4.</p> <p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.            TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 21, p.33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<p>Grammar and Usage</p> <ol style="list-style-type: none"> <li>5. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</li> <li>6. Use dependent and independent clauses.</li> <li>7. Use subject-verb agreement with collective nouns, indefinite pronouns, compound subjects and prepositional phrases.</li> <li>8. Conjugate regular and irregular verbs in all tenses correctly.</li> </ol>	<p>For 5, 6, 7, and 8.</p> <p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.            TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 21, p.33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<b>Standard 9: Research</b>	
<ol style="list-style-type: none"> <li>1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.</li> <li>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</li> <li>3. Identify and explain the importance of validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.</li> <li>4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</li> <li>5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.</li> <li>6. Integrate quotations and citations into written text to maintain a flow of ideas.</li> <li>7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).</li> <li>8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research question.</li> </ol>	<p>For 1 – 8.</p> <p>TM: Opportunities, p. 15. Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Standard 10: Communication: Oral and Visual</b>	
<p>Listening and Viewing</p> <ol style="list-style-type: none"> <li>1. Demonstrate active listening strategies (e.g., asking focused questions, responding to cues, making visual contact).</li> <li>2. Draw logical inferences from presentations and visual media.</li> <li>3. Interpret the speaker’s purpose in presentations and visual media (e.g., to inform, to entertain, to persuade).</li> <li>4. Identify and explain the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</li> </ol>	<p>For 1 - 4.            TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>Speaking Skills and Strategies</p> <ol style="list-style-type: none"> <li>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.</li> <li>6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.</li> <li>7. Vary language choices as appropriate to the context of the speech.</li> </ol>	<p>For 5 - 7            TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>Speaking Applications</p> <ol style="list-style-type: none"> <li>8. Deliver informational presentations (e.g., expository, research) that:               <ol style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources and identify sources used.</li> </ol> </li> <li>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</li> <li>10. Deliver persuasive presentations that:               <ol style="list-style-type: none"> <li>a. establish a clear position;</li> <li>b. include relevant evidence to support a position and to address counter-arguments; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast).</li> </ol> </li> </ol>	<p>For 8 – 10.            TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19 During Reading, After Reading.            Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

***Making Connections Intervention – Crimson Level***  
**Correlated to the**  
**Ohio State English Language Arts Expectations**

**Grade 8**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections Interventions* program that align to the Ohio State English Language Arts Standards and Expectations. This correlation is intended to illustrate the program’s approach to these standards.

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

<b>STANDARDS/EXPECTATIONS</b>	<b><i>Making Connections Intervention</i> Component</b>
<b>Standard 1: Phonemic Awareness, Word Recognition and Fluency</b>	
<i>Fluency continues to develop past the primary grades. Readers increase their rate of oral reading to near conversational pace. They show by their appropriate use of pauses, pitch, stress and intonation that they are reading in clauses and sentence units to support comprehension. They gain control over a wider, complex sight vocabulary and over longer syntactic structures, so that they are able to read progressively more demanding texts with greater ease. Silent reading becomes considerably faster than oral reading and becomes the preferred, more efficient way to process everyday texts.</i>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
<b>Standard 2: Acquisition of Vocabulary</b>	
Contextual Understanding 1. Define unknown words through context clues and the author’s use of comparison, contrast and cause and effect.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
Conceptual Understanding 2. Apply knowledge of connotation and denotation to determine the meaning of words.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)
3. Identify the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>4. Infer the literal and figurative meaning of words and phrases and discuss the function of figurative language, including metaphors, similes and idioms.</p> <p>5. Examine and discuss the ways that different events (e.g., cultural, political, social, technological, and scientific events) impact and change the English language.</p>	<p>TM: Unit 4, Literary Devices, p. 90.  TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.  SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.  SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Structural Understanding</p> <p>6. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.  SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<p>Tools and Resources</p> <p>7. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading. p. 23 Library. During Reading  SB: Opportunities in all lessons. See Practice the Skill activities. (Also shown in TM: See Overview, p. 15)</p>
<b>Standard 3: Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
<p><i>In Grades 8 through 12, students should read purposefully and automatically, using the comprehension and self-monitoring strategies outlined in previous grades. As they encounter increasingly challenging content-area and literary texts, students may more consciously employ these strategies and benefit from teacher modeling of the reading process.</i></p>	
<p>Comprehension Strategies</p> <p>1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.</p> <p>2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.</p>	<p>TM: All lessons. See Overview, p. 16, p. 17, p. 19. Before Reading, After Reading.</p> <p>TM: All lessons. See Overview, p. 16, p. 18. During Reading.</p>
<p>Self-Monitoring Strategies</p> <p>3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.</p>	<p>TM: All lessons. See Overview, p. 16, p. 18. During Reading</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>Independent Reading</p> <p>4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).</p> <p>5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>
<b>Standard 4: Reading Applications: Informational, Technical and Persuasive Text</b>	
<p>1. Compare and contrast text features, including format and headers of various informational texts in terms of their structure and purpose.</p> <p>2. Identify and use the organizational structure of a text, such as chronological, compare-contrast, cause-effect, problem-solution, and evaluate its effectiveness.</p> <p>3. Compare and contrast the treatment, scope and organization of ideas from different sources on the same topic.</p> <p>4. Analyze information found in maps, charts, tables, graphs, diagrams, cutaways and overlays.</p> <p>5. Assess the adequacy, accuracy and appropriateness of an author’s details, identifying persuasive techniques (e.g., bandwagon, testimonial and emotional word repetition) and examples of bias and stereotyping.</p> <p>6. Identify the author’s purpose and intended audience for the text.</p> <p>7. Analyze an author’s argument, perspective or viewpoint and explain the development of key points.</p> <p>8. Recognize how writers cite facts, draw inferences and present opinions in informational text.</p> <p>9. Distinguish the characteristics of consumer materials (e.g., warranties, product information, instructional materials), functional or workplace documents (e.g., job-related materials, memoranda, instructions) and public documents (e.g., speeches or newspaper editorials).</p>	<p>TM: Unit 1, Compare and Contrast, p. 24.</p> <p>TM: All lessons. See Overview, p. 16, p. 17. Before Reading</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112 Text Connections.</p> <p>SB: Opportunities on p. 79, p.97, p.101,p.103.</p> <p>N/A</p> <p>TM: Opportunities in all lessons. See Overview, pg 16, p. 19. After Reading.</p> <p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p.112.</p> <p>TM: Unit 3, Making Inferences, p. 68.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>Standard 5: Reading Applications: Literary Text</b>	
<p>1. Identify and explain various types of characters (e.g., flat, round, dynamic, static) and how their interactions and conflicts affect the plot.</p> <p>2. Analyze the influence of setting in relation to other literary elements.</p> <p>3. Explain how authors pace action and use subplots, parallel episodes and climax.</p> <p>4. Compare and contrast different points of view (e.g., first person and third person limited, omniscient, objective and subjective), and explain how voice affects literary text.</p> <p>5. Identify and explain universal themes across different works by the same author and by different authors.</p> <p>6. Explain how an author’s choice of genre affects the expression of a theme or topic.</p> <p>7. Identify examples of foreshadowing and flashback in a literary text.</p> <p>8. Explain ways in which the author conveys mood and tone through word choice, figurative language, and syntax.</p> <p>9. Examine symbols used in literary texts.</p>	<p>TM: Opportunities in some lessons. p. 26, p. 49, p. 70, p. 74, p. 92, p. 114, p. 118, p. 124, p. 146. See Library list, p. 22.</p> <p>TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 26, p. 49, p. 70, p. 74, p. 92, p. 114, p. 118, p. 124, p. 146. See Library list, p. 22.</p> <p>N/A</p> <p>N/A</p> <p>TM: p. 140.</p> <p>TM: Opportunities in lessons. See Overview, p. 16, p. 17. Before Reading.</p> <p>N/A</p> <p>TM: Unit 4, Literary Devices, p. 90.</p> <p>N/A</p>
<b>Standard 6: Writing Processes</b>	
<p>Prewriting</p> <p>1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.</p> <p>2. Conduct background reading, interviews or surveys when appropriate.</p> <p>3. Establish a thesis statement for informational writing or a plan for narrative writing.</p> <p>4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure and point of view) to address purpose and audience.</p> <p>5. Use organizational strategies (e.g., notes and outlines) to plan writing.</p>	<p>N/A</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: All lessons. Practice the Skill, p. 15.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Drafting, Revising, and Editing</p> <p>6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.</p> <p>7. Vary simple, compound and complex sentence structures.</p> <p>8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus reinforced by parallel structures across paragraphs.</p> <p>9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose.</p> <p>10. Use available technology to compose text.</p> <p>11. Reread and analyze clarity of writing and consistency of point of view.</p> <p>12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.</p> <p>13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.</p> <p>14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select more effective vocabulary.</p> <p>15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization) and identify and correct fragments and run-ons.</p> <p>16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. p. 23 Library, During Reading. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>N/A</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>Publishing</p> <p>17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.</p>	<p>TM: Opportunities p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<b>Standard 7: Writing Applications</b>	
<p>1. Write narratives that:</p> <ul style="list-style-type: none"> <li>a. sustain reader interest by pacing action and developing an engaging plot (e.g., tension and suspense);</li> <li>b. use literary devices to enhance style and tone; and</li> <li>c. create complex characters in a definite, believable setting.</li> </ul> <p>2. Write responses to literature that organize an insightful interpretation around several clear ideas, premises or images and support judgments with specific references to the original text, to other texts, authors and to prior knowledge.</p> <p>3. Write business letters, letters to the editor and job applications that:</p> <ul style="list-style-type: none"> <li>a. address audience needs, stated purpose and context in a clear and efficient manner;</li> <li>b. follow the conventional style appropriate to the text using proper technical terms;</li> <li>c. include appropriate facts and details;</li> <li>d. exclude extraneous details and inconsistencies; and</li> <li>e. provide a sense of closure to the writing.</li> </ul> <p>4. Write informational essays or reports, including research, that:</p> <ul style="list-style-type: none"> <li>a. pose relevant and tightly drawn questions that engage the reader;</li> <li>b. provide a clear and accurate perspective on the subject;</li> <li>c. create an organizing structure appropriate to the purpose, audience and context;</li> <li>d. support the main ideas with facts, details, examples and explanations from sources; and</li> <li>e. document sources and include bibliographies.</li> </ul>	<p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p> <p>TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 33, p. 39, p. 51, p.69, p.87</p> <p>N/A</p> <p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>5. Write persuasive compositions that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a controlling idea;</li> <li>b. support arguments with detailed evidence;</li> <li>c. exclude irrelevant information; and</li> <li>d. cite sources of information.</li> </ul> <p>6. Produce informal writings (e.g., journals, notes and poems) for various purposes.</p>	<p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<b>Standard 8: Writing Conventions</b>	
<p>Spelling</p> <p>1. Use correct spelling conventions.</p> <p>3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p>	<p>N/A</p> <p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.            TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 21, p. 33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<p>Punctuation and Capitalization</p> <p>2. Use correct punctuation and capitalization.</p>	<p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.            TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 21, p. 33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>
<p>Grammar and Usage</p> <p>3. Use all eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>4. Use clauses (e.g., main, subordinate) and phrases (e.g., gerund, infinitive, participial).</p> <p>5. Use parallel structure to present items in a series and items juxtaposed for emphasis.</p> <p>6. Use proper placement of modifiers.</p> <p>7. Maintain the use of appropriate verb tenses.</p> <p>8. Conjugate regular and irregular verbs in all tenses Correctly.</p>	<p>For 3 – 8.</p> <p>TM: Opportunities, p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.            TM: See Overview, p. 16, p. 19. After Reading.            SM: p. 15, p. 21, p. 33, p. 39, p. 51, p. 57, p. 69, p. 75, p. 87, p. 93, p. 105, p. 111.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Standard 9: Research</b>	
<ol style="list-style-type: none"> <li>1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation.</li> <li>2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).</li> <li>3. Explain the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date and coverage) and define primary and secondary sources.</li> <li>4. Select an appropriate structure for organizing information in a systematic way (e.g., notes, outlines, charts, tables and graphic organizers).</li> <li>5. Compile and organize the important information and select appropriate sources to support central ideas, concepts and themes.</li> <li>6. Integrate quotations and citations into written text to maintain a flow of ideas.</li> <li>7. Use style guides to produce oral and written reports that give proper credit for sources and include an acceptable format for source acknowledgement.</li> <li>8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.</li> </ol>	<p>For 1 – 8.            TM: Opportunities, p. 15. Text Connections.</p>
<b>Standard 10: Communication: Oral and Visual</b>	
<p>Listening and Viewing</p> <ol style="list-style-type: none"> <li>1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).</li> <li>2. Identify and analyze the persuasive techniques (e.g., bandwagon, testimonial, glittering generalities, emotional word repetition and bait and switch) used in presentations and media messages.</li> <li>3. Determine the credibility of the speaker (e.g., hidden agendas, slanted or biased material) and recognize fallacies of reasoning used in presentations and media messages.</li> <li>4. Identify the speaker's choice of language and delivery styles (e.g., repetition, appeal to emotion, eye contact) and how they contribute to meaning.</li> </ol>	<p>For 1 - 4.            TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Speaking Skills and Strategies</p> <p>5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience. 6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response. 7. Vary language choices as appropriate to the context of the speech.</p>	<p>For 5 - 7</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>Speaking Applications</p> <p>8. Deliver informational presentations (e.g., expository, research) that:</p> <ul style="list-style-type: none"> <li>a. demonstrate an understanding of the topic and present events or ideas in a logical sequence;</li> <li>b. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;</li> <li>c. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);</li> <li>d. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and</li> <li>e. draw from multiple sources, including both primary and secondary sources, and identify sources used.</li> </ul> <p>9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.</p> <p>10. Deliver persuasive presentations that:</p> <ul style="list-style-type: none"> <li>a. establish and develop a logical and controlled argument;</li> <li>b. include relevant evidence, differentiating between evidence and opinion to support a position and to address counter-arguments or listener bias; and</li> <li>c. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution)</li> </ul>	<p>For 8 – 10.</p> <p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18, p. 19 During Reading, After Reading.</p> <p>Opportunities at the end of each unit, p. 15. Text Connections.</p> <p>SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>