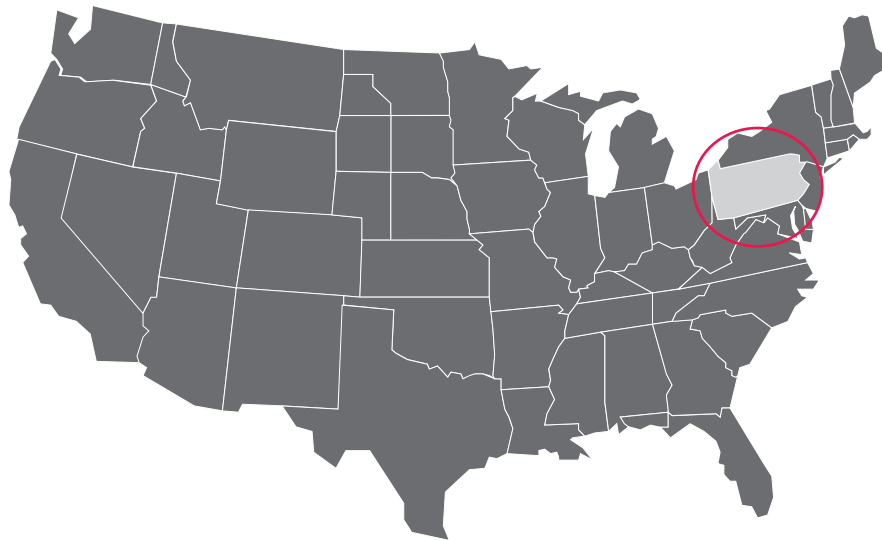


MCI Comprehension



Correlated to the:

Pennsylvania

State English Language Arts Expectations
6–8

PRODUCTS BY



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

Grade 8 Standards
Aligned to Grade 6

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening. 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
Standard 1: 1.1. Learning to Read Independently	
A. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
B. Identify and use common organizational structures and graphic features to comprehend information.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
C. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
D. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
E. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	TM: p. 23, Library, (During Reading) TM: Unit 5, Figurative Language, p. 112
F. Understand the meaning of and apply key vocabulary across the various subject areas.	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>Making Connections Intervention Component</i>
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>H. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.8.G.). <p>(Recommend: 25 books/year)</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
Standard 1.2. Reading Critically in All Content Areas	
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author’s purpose and effectiveness according to the author’s theses, accuracy and thoroughness. 	<p>TM: All lessons. See Overview p. 16, p. 17. Before Reading. TM: Unit 1 Main Idea and Details, p. 24. TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>
<p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. • Analyze the techniques of particular media messages and their effect on a targeted audience. • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). 	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Produce work in at least one literary genre that follows the conventions of the genre.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard 1.3. Reading, Analyzing and Interpreting Literature	
A. Read and understand works of literature.	TM: Throughout lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
B. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.	TM: Opportunities p. 48, p. 52, p. 80, p. 124, p. 140.
C. Analyze the effect of various literary devices. <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). 	TM: Unit 5, Figurative Language, p. 112.
D. Identify poetic forms (e.g., ballad, sonnet, couplet).	N/A
E. Analyze drama to determine the reasons for a character’s actions taking into account the situation and basic motivation of the character.	N/A
F. Read and respond to nonfiction and fiction including poetry and drama.	TM: Opportunities, p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Standard: 1.4 Types of Writing	
A. Write short stories, poems and plays. <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8.B.) . • Use literary devices (Standard 1.3.8.C.). 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
B. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews). <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit 3, Cause and Effect, p. 68.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>C. Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>D. Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>N/A</p>
Standard: 1.5. Quality of Writing	
<p>A. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. <p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<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>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>E. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</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>
F. Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
G. Present and/or defend written work for publication when appropriate.	N/A
Standard: 1.6. Speaking and Listening	
A. Listen to others. <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
B. Listen to selections of literature (fiction and/or nonfiction). <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
C. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
D. Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when prompted. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
E. Participate in small and large group discussions and presentations. <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
F. Use media for learning purposes. <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission. 	N/A
Standard: 1.7. Characteristics and Functions of the English Language	
A. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
B. Analyze the role and place of standard American English in speech, writing and literature.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
C. Identify new words that have been added to the English language over time.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
Standard: 1.8. Research	
A. Select and refine a topic for research.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
B. Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>C. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Take relevant notes from sources. • Develop a thesis statement based on research. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated audience. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 1, Main Idea and Details, p. 24.</p>

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

Grade 8 Standards
Aligned to Grade 7

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening. 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
Standard 1: 1.1. Learning to Read Independently	
B. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
C. Identify and use common organizational structures and graphic features to comprehend information.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
G. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
H. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
I. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	TM: p. 23, Library, (During Reading) TM: Unit 5, Figurative Language, p. 112.
J. Understand the meaning of and apply key vocabulary across the various subject areas.	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>Making Connections Intervention Component</i>
<p>H. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>I. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.8.G.). <p>(Recommend: 25 books/year)</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
Standard 1.2. Reading Critically in All Content Areas	
<p>B. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness. 	<p>TM: All lessons. See Overview p. 16, p. 17. Before Reading. TM: Unit 1 Main Idea and Details, p. 24. TM: Unit 4, Making Inferences, p. 90.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. • Analyze the techniques of particular media messages and their effect on a targeted audience. • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). 	N/A
<p>Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Standard 1.3. Reading, Analyzing and Interpreting Literature	
<p>D. Read and understand works of literature.</p>	<p>TM: Throughout lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>E. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>TM: Opportunities p. 30, p. 71, p. 80, p. 92, p. 118, p. 124, p. 136.</p>
<p>F. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). 	<p>TM: Unit 5, Figurative Language, p. 112.</p>
<p>E. Identify poetic forms (e.g., ballad, sonnet, couplet).</p>	N/A
<p>G. Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.</p>	N/A
<p>H. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>TM: Opportunities, p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
Standard: 1. 4 Types of Writing	
<p>E. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8.B.) . • Use literary devices (Standard 1.3.8.C.). 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>F. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 3, Cause and Effect, p. 68.</p>
<p>G. Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections. TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.</p>
<p>H. Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>N/A</p>
Standard: 1.5. Quality of Writing	
<p>E. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. <p>F. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<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>G. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>H. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. 	<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>
F. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
G. Edit writing using the conventions of language. <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
G. Present and/or defend written work for publication when appropriate.	N/A
Standard: 1.6. Speaking and Listening	
C. Listen to others. <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
D. Listen to selections of literature (fiction and/or nonfiction). <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.
F. Speak using skills appropriate to formal speech situations. <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. 	TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>G. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when prompted. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>H. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>G. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission. 	<p>N/A</p>
Standard: 1.7. Characteristics and Functions of the English Language	
<p>D. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
<p>E. Analyze the role and place of standard American English in speech, writing and literature.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
<p>F. Identify new words that have been added to the English language over time.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
Standard: 1.8. Research	
<p>C. Select and refine a topic for research.</p>	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>D. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>D. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Take relevant notes from sources. • Develop a thesis statement based on research. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated audience. 	<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: Unit 1, Main Idea and Details, p. 24.</p>

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

Grade 8 Standards
Aligned to Grade 8

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Pennsylvania Academic Standards for Reading, Writing, Speaking, and Listening. 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
Standard 1: 1.1. Learning to Read Independently	
C. Locate appropriate texts (literature, information, documents) for an assigned purpose before reading.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
D. Identify and use common organizational structures and graphic features to comprehend information.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
K. Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.	TM: All lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.
L. Identify basic facts and ideas in text using specific strategies (e.g., recall genre characteristics, set a purpose for reading, generate essential questions as aids to comprehension and clarify understanding through rereading and discussion).	TM: All lessons. See Overview, p. 16, p. 17, p. 18. Before Reading, During Reading.
M. Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related reference.	TM: p. 23, Library, (During Reading) TM; Unit 4, Literary Devices, p. 90.
N. Understand the meaning of and apply key vocabulary across the various subject areas.	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>Making Connections Intervention Component</i>
<p>I. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about texts. • Compare and contrast texts using themes, settings, characters and ideas. • Make extensions to related ideas, topics or information. • Describe the context of a document. • Analyze the positions, arguments and evidence in public documents. 	<p>TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>J. Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrate comprehension (Standard 1.1.8.G.). <p>(Recommend: 25 books/year)</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.</p>
Standard 1.2. Reading Critically in All Content Areas	
<p>C. Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media. • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present. • Draw inferences based on a variety of information sources. • Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness. 	<p>TM: All lessons. See Overview p. 16, p. 17. Before Reading TM: Unit 3, Making Inferences, p. 68. Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Compare and analyze how different media offer a unique perspective on the information presented. • Analyze the techniques of particular media messages and their effect on a targeted audience. • Use, design and develop a media project that expands understanding (e.g., authors and works from a particular historical period). 	N/A
<p>Produce work in at least one literary genre that follows the conventions of the genre.</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>Standard 1.3. Reading, Analyzing and Interpreting Literature</p>	
<p>G. Read and understand works of literature.</p>	<p>TM: Throughout lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading.</p>
<p>H. Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p>	<p>TM: Opportunities p. 26, p. 49, p. 52, p. 70. p. 74. p. 92, p. 96, p. 114, p. 118, p. 124, p. 147.</p>
<p>I. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> • Sound techniques (e.g., rhyme, rhythm, meter, alliteration). • Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion). 	<p>TM: Unit 4, Literary Devices, p. 90.</p>
<p>F. Identify poetic forms (e.g., ballad, sonnet, couplet).</p>	N/A
<p>I. Analyze drama to determine the reasons for a character’s actions taking into account the situation and basic motivation of the character.</p>	N/A
<p>J. Read and respond to nonfiction and fiction including poetry and drama.</p>	<p>TM: Opportunities, p. 15. Text Connections. p. 22 Library. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard: 1. 4 Types of Writing	
<p>I. Write short stories, poems and plays.</p> <ul style="list-style-type: none"> • Apply varying organizational methods. • Use relevant illustrations. • Utilize dialogue. • Apply literary conflict. • Include literary elements (Standard 1.3.8.B.) . • Use literary devices (Standard 1.3.8.C.). 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>J. Write multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections. TM: Unit 2, Cause and Effect, p. 46.</p>
<p>K. Write persuasive pieces.</p> <ul style="list-style-type: none"> • Include a clearly stated position or opinion. • Include convincing, elaborated and properly cited evidence. • Develop reader interest. • Anticipate and counter reader concerns and arguments. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>L. Maintain a written record of activities, course work, experience, honors and interests.</p>	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard: 1.5. Quality of Writing	
<p>I. Write with a sharp, distinct focus.</p> <ul style="list-style-type: none"> • Identify topic, task and audience. • Establish a single point of view. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>J. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather, determine validity and reliability of and organize information. • Employ the most effective format for purpose and audience. • Write paragraphs that have details and information specific to the topic and relevant to the focus. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>K. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Establish topic and purpose in the introduction. • Reiterate the topic and purpose in the conclusion. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>L. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use tone and voice through the use of precise language. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>G. Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</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>H. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses). • Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. • Use complete sentences (simple, compound, complex, declarative, interrogative, exclamatory and imperative). 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>G. Present and/or defend written work for publication when appropriate.</p>	<p>N/A</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Standard: 1.6. Speaking and Listening	
<p>E. Listen to others.</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas and opinions to determine relevancy. • Take notes when needed. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>F. Listen to selections of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate them to previous knowledge. • Predict content/events. • Summarize events and identify the significant points. • Identify and define new words and concepts. • Analyze the selections. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading.</p>
<p>I. Speak using skills appropriate to formal speech situations.</p> <ul style="list-style-type: none"> • Use complete sentences. • Pronounce words correctly. • Adjust volume to purpose and audience. • Adjust pace to convey meaning. • Add stress (emphasis) and inflection to enhance meaning. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>J. Contribute to discussions.</p> <ul style="list-style-type: none"> • Ask relevant, probing questions. • Respond with relevant information, ideas or reasons in support of opinions expressed. • Listen to and acknowledge the contributions of others. • Adjust tone and involvement to encourage equitable participation. • Clarify, illustrate or expand on a response when asked. • Present support for opinions. • Paraphrase and summarize, when prompted. 	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 17, p. 18, p. 19 Before Reading, During Reading, After Reading. TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>
<p>K. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation. • Select a topic and present an oral reading. • Conduct interviews as part of the research process. • Organize and participate in informal debates. 	<p>TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>H. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the presenter. • Analyze the role of advertising in the media. • Create a multimedia (e.g., film, music, computer-graphic) presentation for display or transmission. 	N/A
Standard: 1.7. Characteristics and Functions of the English Language	
<p>G. Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).</p>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<p>H. Analyze the role and place of standard American English in speech, writing and literature.</p>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
<p>I. Identify new words that have been added to the English language over time.</p>	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
Standard: 1.8. Research	
<p>E. Select and refine a topic for research.</p>	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>F. Locate information using appropriate sources and strategies.</p> <ul style="list-style-type: none"> • Determine valid resources for researching the topic, including primary and secondary sources. • Evaluate the importance and quality of the sources. • Select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>E. Organize, summarize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Identify the steps necessary to carry out a research project. • Take relevant notes from sources. • Develop a thesis statement based on research. • Give precise, formal credit for others' ideas, images or information using a standard method of documentation. • Use formatting techniques to create an understandable presentation for a designated audience. 	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.