

MCI Comprehension



Correlated to the:

South Carolina

English Language Arts Expectations
6–8

PRODUCTS BY



Making Connections Intervention – Aqua Level
South Carolina Correlated to the
English Language Arts Expectations

Grade 6

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Reading Understanding and Using Literary Texts Standard: 6-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Students in grade six read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
6-1.1 Analyze literary texts to draw conclusions and make inferences .	TM: Unit 1, Main Idea and Details, p. 24. Opportunities on p. 48, p. 52, p. 80, p. 124, p. 140.
6-1.2 Differentiate among the first-person, limited-omniscient (third person), and omniscient (third person) points of view .	N/A
6-1.3 Interpret devices of figurative language (including simile, metaphor, personification, and hyperbole) and sound devices (including onomatopoeia and alliteration).	TM: Unit 5, Figurative Language, p. 112.
6-1.4 Analyze an author’s development of characters, setting, and conflict in a given literary text .	TM: Opportunities on p. 48, p. 52, p. 80, p. 124, p. 140. See Library list p. 22.
6-1.5 Interpret the effect of the author’s craft (including tone and the use of flashback and foreshadowing) on the meaning of literary texts .	N/A
6-1.6 Compare/contrast main ideas within and across literary texts .	TM: Unit 1, Main Idea and Details, p. 24. Unit 2, Compare and Contrast, p. 46.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
6-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). 6-1.8 6-1.9 6-1.10 and the visual and performing arts).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6-1.8 Understand the characteristics of poetry (including stanza, rhyme scheme, repetition, and refrain) and drama (including stage directions and the use of monologues).	N/A
6-1.9 Analyze works of fiction (including legends and myths) and works of nonfiction (including speeches and personal essays) by characteristics.	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
6-1.10 Predict events in literary texts on the basis of cause-and-effect relationships.	TM: Unit 3, Cause and Effect, p.68.
6-1.11 Read independently for extended periods of time for pleasure.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Understanding and Reading Informational Texts Standard: 6-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>Students in grade six read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
6-2.1 Analyze central ideas within and across informational texts .	TM: Unit 1, Main Idea and Details, p. 24 Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6-2.2 Analyze informational texts to draw conclusions and make inferences .	TM: Unit 4, Drawing Conclusions/Predicting Outcomes, p. 90.
6-2.3 Summarize author bias based on the omission of relevant facts and statements of unsupported opinions.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
6-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
6-2.5 Interpret information that text elements (for example, print styles and chapter headings) provide to the reader.	TM: See Overview, p. 16, p. 17. Before Reading. Opportunities p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
6-2.6 Interpret information from graphic features (for example, illustrations, graphs, charts, maps, diagrams, and graphic organizers).	SB: Opportunities on p. 6, p. 7, p. 8. p. 17, p. 47.
6-2.7 Interpret information from functional text features (for example, tables of contents and glossaries).	TM: p. 15, Text Connections, p. 22 Library.
6-2.8 Predict events in informational texts on the basis of cause-and-effect relationships.	TM: Unit 3, Cause and Effect, p. 68.
6-2.9 Identify propaganda techniques (including testimonials and bandwagon) in informational texts .	N/A
6-2.10 Read independently for extended periods of time to gain information.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Building Vocabulary Standard: 6-3 The student will use word analysis and vocabulary strategies to read fluently. The teacher should continue to address earlier indicators as they apply to more difficult texts. Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p>	
6-3.1 Use context clues (for example, those that provide an example, a definition, or restatement) to generate the meanings of unfamiliar and multiple-meaning words .	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
6-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts . (<i>See Instructional Appendix: Greek and Latin Roots and Affixes.</i>)	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
6-3.3 Interpret the meaning of idioms and euphemisms encountered in texts .	N/A
6-3.4 Distinguish between the denotation and the connotation of a given word.	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
6-3.5 Spell new words using Greek and Latin roots and affixes . (<i>See Instructional Appendix: Greek and Latin Roots and Affixes.</i>)	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) Opportunities. 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>Strand: Writing Developing Written Communications Standard: 6-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p> <p>Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p>	
<p>6-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6-4.2 Use complete sentences in a variety of types (including simple, compound, and complex sentences) in writing.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p>	<p>TM: Unit 1, Main Idea and Details, p. 24.</p>
<p>6-4.4 Use grammatical conventions of written Standard American English, including</p> <ul style="list-style-type: none"> • main and subordinate clauses, • indefinite pronouns, • pronoun-antecedent agreement, and • consistent verb tenses. <p><i>(See Instructional Appendix: Composite Writing Matrix.)</i></p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. <i>(See Instructional Appendix: Composite Writing Matrix.)</i></p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6-4.6 Edit for the correct use of written Standard American English, including</p> <ul style="list-style-type: none"> • punctuation • semicolon, • commas to enclose appositives, and • commas to separate introductory clauses and phrases. 	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>6-4.7 Spell correctly using Standard American English.</p>	<p>TM: Opportunities. 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>Strand: Producing Written Communications in a Variety of Form Standard: Standard 6-5 The student will write for a variety of purposes and audiences. The teacher should continue to address earlier indicators as they apply to more difficult texts</p>	
6-5.1 Create informational pieces (for example, brochures, pamphlets, and reports) that use language appropriate for the specific audience .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-5.2 Create narratives that have a fully developed plot and a consistent point of view.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-5.3 Create written descriptions using precise language and vivid details.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-5.4 Create persuasive writings (for example, print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience .	TM: Unit 1, Main Idea and Details, p. 24. Unit 6, Recognizing Viewpoint: Bias, p. 134.
<p>Strand: Researching Applying the Skills of Inquiry and Oral Communication Standard: 6-6 The student will access and use information from a variety of sources. The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
6-6.1 Clarify and refine a research topic.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-6.3 Use a standardized system of documentation (for example, a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	N/A
6-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
6-6.7 Use a variety of print and electronic reference materials.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
6-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and organizing information.	N/A

Making Connections Intervention – Gold Level
South Carolina Correlated to the
English Language Arts Expectations

Grade 7

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p>Strand: Reading Understanding and Using Literary Texts Standard: 7-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Students in grade seven read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
7-1.1 Analyze literary texts to draw conclusions and make inferences .	TM: Unit 1, Main Idea and Details, p. 24. Opportunities on p. 30, p. 71, p. 80, p. 92, p. 96, p. 118 p. 124, p. 136.
7-1.2 Explain the effect of point of view on a given narrative text .	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7-1.3 Interpret devices of figurative language (including extended metaphor and oxymoron).	TM: Unit 5, Figurative Language, p. 112.
7-1.4 Analyze an author’s development of the conflict and the individual characters as either static, dynamic , round , or flat in a given literary text .	TM: Opportunities on p. 30, p. 71, p. 80, p. 92, p. 96, p. 118 p. 124, p. 136.
7-1.5 Interpret the effect of an author’s craft (including tone and the use of imagery , flashback , foreshadowing , symbolism , and irony) on the meaning of literary texts .	N/A
7-1.6 Analyze a given literary text to determine its theme .	TM: Unit 1, Main Idea and Details, p. 24.
7-1.7 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7-1.8 Compare/contrast literary texts from various genres (for example, poetry, drama , novels, and short stories).	TM: Unit 2, Compare and Contrast, p. 46.
7-1.9 Read independently for extended periods of time for pleasure.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Understanding and Using Informational Texts Standard: 7-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>Students in grade seven read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
7-2.1 Analyze central ideas within and across informational texts .	TM: Unit 1, Main Idea and Details, p. 24 Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-2.2 Analyze information within and across texts to draw conclusions and make inferences .	TM: Unit 4, Making Inferences, p. 90.
7-2.3 Identify author bias (for example, word choice and the exclusion and inclusion of particular information).	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
7-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text .	TM: See Overview, p. 16, p. 17. Before Reading. Opportunities p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
7-2.6 Analyze information from graphic features	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
7-2.7 Identify the use of propaganda techniques (including glittering generalities and name calling) in informational texts .	N/A
7-2.8 Read independently for extended periods of time to gain information.	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>Strand: Vocabulary Standard: 7-3 The student will use word analysis and vocabulary strategies to read fluently. The teacher should continue to address earlier indicators as they apply to more difficult texts. Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents</p>	
7-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words .	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.
7-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts . (See <i>Instructional Appendix: Greek and Latin Roots and Affixes</i> .)	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading
7-3.3 Interpret the meaning of idioms and euphemisms encountered in texts .	N/A
7-3.4 Interpret the connotations of words to understand the meaning of a given text .	TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading
7-3.5 Spell new words using Greek and Latin roots and affixes . (See <i>Instructional Appendix: Greek and Latin Roots and Affixes</i> .)	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) Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Strand: Writing Developing Written Communications Standard: 7-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English. The teacher should continue to address earlier indicators as they apply to more difficult texts. Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p>	
7-4.1 Organize written works using prewriting techniques, discussions, graphic organizers , models, and outlines.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.	TM: Unit 1, Main Idea and Details, p. 24.
7-4.4 Use grammatical conventions of written Standard American English , including the reinforcement of conventions previously taught. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-4.5 Revise writing to improve clarity, tone , voice , content, and the development of ideas. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-4.6 Edit for the correct use of written Standard American English , including	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-4.7 Spell correctly using Standard American English .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Strand: Producing Written Communications in a Variety of Forms Standard: 7-5 The student will write for a variety of purposes and audiences. The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
7-5.1 Create informational pieces (for example, book, movie, or product reviews and news reports) that use language appropriate for a specific audience .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-5.2 Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository , or persuasive).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
7-5.4 Create persuasive pieces (for example, letters to the editor or essays) that include a stated position with supporting evidence for a specific audience.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
<p>Strand: Researching Applying the Skills of Inquiry and Oral Communication Standard: 7-6 The student will access and use information from a variety of sources. The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
7-6.1 Clarify and refine a research topic.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
7-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	N/A
7-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-6.7 Use a variety of print and electronic reference materials.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
7-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, and selecting and organizing information.	N/A

Making Connections Intervention – Crimson Level
South Carolina Correlated to the
English Language Arts Expectations

Grade 8

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<p>Strand: Reading Understanding and Using Literary Texts Standard: 8-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.</p> <p>Students in grade eight read four major types of literary texts: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
<p>8-1.1 Compare/contrast ideas within and across literary texts to make inferences.</p>	<p>TM: Unit 1, Compare and Contrast, p. 24. Opportunities on p. 26, m p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147.</p>
<p>8-1.2 Explain the effect of point of view on a given literary text.</p>	<p>TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.</p>
<p>8-1.3 Interpret devices of figurative language (including extended metaphor, oxymoron, and paradox).</p>	<p>TM: Unit 4, Literary Devices, p. 90.</p>
<p>8-1.4 Analyze a given literary text to determine its theme.</p>	<p>TM: Unit 6, Synthesizing Information, p. 134.</p>
<p>8-1.5 Analyze the effect of the author’s craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.</p>	<p>N/A</p>
<p>8-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).</p>	<p>TM: Opportunities. 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>
8-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama , novels, and short stories).	TM: Opportunities, Unit 1, Compare and Contrast, p. 24.
8-1.8 Read independently for extended periods of time for pleasure.	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p>Strand: Understanding and Using Informational Texts Standard: 8-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.</p> <p>Students in grade eight read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, research reports, contracts, position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
8-2.1 Compare/contrast central ideas within and across informational texts .	TM: Unit 1, Compare and Contrast, p. 24.
8-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences .	TM: Unit 3, Making Inferences, p. 68.
8-2.3 Analyze informational texts for author bias (for example, word choice and the exclusion and inclusion of particular information).	TM: Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112
8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text .	TM: See Overview, p. 16, p. 17. Before Reading. Opportunities p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.
8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts .	TM: Opportunities, p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
8-2.7 Identify the use of propaganda techniques (including card stacking , plain folks , and transfer) in informational texts .	N/A
8-2.8 Read independently for extended periods of time to gain information.	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>Strand: Building Vocabulary Standard: 8-3 The student will use word analysis and vocabulary strategies to read fluently.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p> <p>Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p>	
<p>8-3.1 Use context clues (for example, those that provide an example, a definition, a restatement, or a comparison/contrast) to generate the meanings of unfamiliar and multiple-meaning words.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
<p>8-3.2 Analyze the meaning of words by using Greek and Latin roots and affixes within texts. (<i>See Instructional Appendix: Greek and Latin Roots and Affixes.</i>)</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
<p>8-3.3 Interpret the meaning of idioms and euphemisms encountered in texts.</p>	<p>N/A</p>
<p>8-3.4 Interpret the connotations of words to understand the meaning of a given text.</p>	<p>TM: Opportunities in all lessons. See Overview, p. 16, p. 18 During Reading.</p>
<p>8-3.5 Spell new words using Greek and Latin roots and affixes. (<i>See Instructional Appendix: Greek and Latin Roots and Affixes.</i>)</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) Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>Strand: Writing Developing Written Communication Standard: 8-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.</p> <p>The teacher should continue to address earlier indicators as they apply to more difficult texts.</p> <p>Instructional appendixes are provided as the baseline expectations for instruction and are not intended to be all-inclusive documents.</p> <p>By the end of eighth grade, students should have mastered the concepts listed below. Review and/or reteaching may be necessary.</p>	
<p>8-4.1 Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>8-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).</p>	<p>TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>8-4.3 Create multiple-paragraph compositions that include a central idea with supporting details and use appropriate transitions between paragraphs.</p>	<p>TM: Opportunities. 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>
8-4.4 Use grammatical conventions of written Standard American English , including the reinforcement of conventions previously taught. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8 -4.5 Revise writing to improve clarity, tone, voice , content, and the development of ideas. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	TM: Opportunities. 15. Text Connections.content, and the development of ideas. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-4.6 Edit for the correct use of written Standard American English , including ellipses and parentheses. <i>(See Instructional Appendix: Composite Writing Matrix.)</i>	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-4.7 Spell correctly using Standard American English .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Producing Written Communications in a Variety of Form Standard: 8-5 The student will write for a variety of purposes and audiences. The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
8-5.1 Create informational pieces (for example, reports and letters of request, inquiry, or complaint) that use language appropriate for the specific audience .	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-5.2 Create narratives (for example, memoirs) that communicate the significance of particular personal relationships.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-5.3 Create descriptions for use in other modes of written works (for example, narrative, expository , and persuasive).	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-5.4 Create persuasive pieces (for example, editorials, essays, or speeches) that support a clearly stated position with concrete evidence.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>Strand: Researching Applying the Skills of Inquiry and Oral Communication Standard: 8-6 The student will access and use information from a variety of sources. The teacher should continue to address earlier indicators as they apply to more difficult texts.</p>	
8-6.1 Clarify and refine a research topic.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
8-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
8-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.	N/A
8-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8-6.5 Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8-6.7 Use a variety of print and electronic reference materials.	TM: Opportunities. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
8-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and selecting and organizing information.	N/A