

**Correlated to the:**

**Tennessee**

**English/Language Arts  
Curriculum Standards**

# **Making Connections™**



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[www.epsbooks.com](http://www.epsbooks.com)

Correlation Key: TE-Teacher's Edition Book 1; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

### Reading

#### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

#### 1.1.01 Develop oral language.

- |  |  |
|--|--|
| a. Show evidence of expanding oral language through vocabulary growth.                           | a. TE – Pg. 33 Vocabulary                                    |
| b. Implement rules for conversation (e.g., raise hands, take turns, focus attention on speaker). | b. TE – Pg. 60 Skill Focus and Background Knowledge          |
| c. Understand, follow and give oral directions.  | c. TE – Pg. 32 Skill Focus                                   |
| d. Participate in group discussions.   | d. TE – Pg. 62 Cooperative Learning                          |
| e. Participate in creative responses to text (e.g., choral reading, discussion and drama).       | e. TE – Pg. 27 Reread for Fluency; Pg. 35 Reread for Fluency |
| f. Respond to questions from teacher and other group members.                                    | f. TE – Pg. 42 Rereading and Cooperative Learning            |
| g. Begin to narrate a personal story.  | g. TE – Pg. 53 Text Connections                              |
| h. Dramatize or retell what has been learned, heard or experienced.                              | h. TE – Pg. 26 Phrases and Sentences                         |
| i. Use familiar texts for recitations.   | i. TE – Pg. 43 Reread for Fluency                            |

#### 1.1.02 Develop listening skills.

- |  |   |
|--|---|
| a. Listen attentively to speaker for specific information.                                 | a. TE – Pg. 40 Skill Focus                        |
| b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). | b. TE – Pg. 42 Rereading and Cooperative Learning |
| c. Listen and respond to a variety of media (e.g., books, audio tapes, videos). NA         | c. NA   |
| d. Recognize the difference between formal and informal languages. NA                      | d. NA   |
| e. Understand and follow simple, three step oral directions.                               | e. TE – Pg. 53 Text Connections                   |

**1.1.03**  
**Demonstrate knowledge  
of concepts of print.**

- |   |   |
|---|---|
| a. Understand that printed materials provide information.                 | a. TE – Pg. 70 Comprehension Library (Seasons)                              |
| b. Demonstrate directionality by reading left to right and top to bottom. | b. TE – Pg. 25 First Reading  |
| c. Track print when being read to aloud.                                  | c. TE – Pg. 57 First Reading  |
| d. Read and explain own writings and drawings.                            | d. TE – Pg. 66 Rereading and Cooperative Learning (Text 3: Our Class Mural) |
| e. Identify parts of a book (e.g., title page, table of contents).        | e. TE – Pg. 54 Before Reading   |
| f. Recognize that groups of words make sentences.                         | f. TE – Pg. 34 Phrases and Sentences  |
| g. Understand punctuation (e.g., period, question mark).                  | g. TE – Pg. 43 After Reading: Reread for Fluency                            |

**1.1.04**  
**Develop and maintain  
phonemic awareness.**

- |   |  |
|---|--|
| a. Recognize words that begin with the same sounds.                     | a. NA  |
| b. Recognize words that end with the same sounds.                       | b. NA  |
| c. Identify rhyming words.  | c. TE – Pg. 79 After Reading: Reread for Fluency |
| d. Blend sounds together to form one-syllable words.                    | d. TE – Pg. 61 Vocabulary                        |
| e. Segment one-syllable words into sounds.                              | e. TE – Pg. 25 Vocabulary                        |
| f. Change targeted sounds to modify or change words.                    | f. NA  |
| g. Show awareness of syllables by clapping, counting or moving objects. | g. TE – Pg. 57 Vocabulary                        |

**1.1.05**  
**Develop and use decoding  
strategies.**

- |   |                           |
|---|---------------------------|
| a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode grade appropriate words.  | a. TE – Pg. 25 Vocabulary |
| b. Decode phonetically regular, one-syllable words.   | b. TE – Pg. 33 Vocabulary |
| c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs). | c. TE – Pg. 81 Vocabulary |
| d. Apply long and short vowel rules when decoding.  | d. TE – Pg. 25 Vocabulary |
| e. Begin to decode unknown words automatically.   | e. TE – Pg. 29 Vocabulary |

**1.1.06**  
**Read to develop fluency, expression, accuracy and confidence.**

- |  |  |
|--|--|
| a. Begin to read orally with accuracy and confidence using appropriate pacing, intonation, and expression.   | a. TE – Pg. 75 After Reading: Reread for Fluency             |
| b. Reflect punctuation of written text while reading orally.   | b. TE – Pg. 75 Reread for Fluency; Pg. 59 Reread for Fluency |
| c. Participate in guided, oral readings.   | c. TE – Pg. 51 Reread for Fluency                            |
| d. Demonstrate the automatic recognition of high frequency words.  | d. TE – Pg. 40 Skill Focus                                   |
| e. Read with increasing fluency and confidence from a variety of texts through paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes. | e. TE – Pg. 67 Reread for Fluency                            |
| f. Read independently daily.   | f. TE – Pg. 86 Comprehension Library                         |
| g. Recite familiar texts to develop fluency, expression, accuracy and confidence.  | g. TE – Pg. 79 Reread for Fluency                            |

**1.1.07**  
**Develop and extend reading vocabulary.**

- |   |  |
|---|--|
| a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.                    | a. TE – Pg. 45 Vocabulary                                |
| b. Build vocabulary through frequent read-alouds.   | b. TE – Pg. 35 After Reading: Reread for Fluency         |
| c. Participate in shared reading.   | c. TE – Pg. 59 After Reading: Reread for Fluency         |
| d. Manipulate word families, word walls, and word sorts.  | d. TE – Pg. 83 Graphic Organizers and Question Answering |
| e. Match oral words to written words.   | e. TE – Pg. 61 Vocabulary                                |
| f. Determine the meaning of unfamiliar words by using a picture dictionary, picture clues, context clues and structural analysis. | f. TE – Pg. 81 Vocabulary                                |
| g. Add endings to base words (e.g., -s, -ed, -es, -ing).<br>NA  | g. NA  |
| h. Identify simple abbreviations. NA  | h. NA  |

**1.1.08**  
**Develop and use pre-reading strategies.**

- |   |   |
|---|---|
| a. Develop a purpose for listening/reading.   | a. TE – Pg. 40 Text Structure and Purpose |
| b. Participate in activities to build background knowledge to derive meaning from text. | b. TE – Pg. 56 Background Knowledge       |
| c. Make predictions about text.   | c. TE – Pg. 86 Before Reading             |
| d. Use illustrations to preview text.   | d. TE – Pg. 80 Text Features              |

**1.1.09**  
**Use active comprehension strategies to derive meaning while reading and check for understanding after reading.**

- |  |   |
|--|---|
| a. Derive meaning while reading by:  |   |
| 1. asking questions about text.  | 1. TE – Pg. 73 Text Features  |
| 2. recognizing errors in reading as they occur and self-correct.                         | 2. TE – Pg. 31 After Reading; Reread for Fluency                    |
| 3. participating in discussions about text and relating to personal experiences.         | 3. TE – Pg. 40 Background Knowledge                                 |
| 4. creating graphic organizers (e.g., charts, lists).                                    | 4. TE – Pg. 86 After Reading; Pg. 37 Text Connections               |
| 5. predicting and adjusting outcomes during read-alouds. NA                              | 5. NA   |
| <hr/>  |   |
| b. Check for understanding after reading by:   |   |
| 1. recalling three to four step sequence of events.                                      | 1. TE – Pg. 46 Rereading and Cooperative Learning                   |
| 2. retelling stories in their own words using sequencing words (i.e. first, next, last). | 2. TE – Pg. 44 Before Reading; Skill Focus and Background Knowledge |
| 3. drawing conclusions based on what has been read.                                      | 3. TE – Pg. 62 Cooperative Learning; Pg. 63 Summarizing             |
| 4. recognizing main idea in pictures, picture books and texts.                           | 4. TE – Pg. 55-70 Introduction to Main Idea                         |

**1.1.10**  
**Introduce informational skills to facilitate learning.**

- |  |   |
|--|---|
| a. Recognize the family and community as sources of information.   | a. TE – Pg. 53 Text Connections                           |
| b. Recognize a variety of print items as sources of information (e.g. books, magazines, maps, charts, and graphs). | b. TE – Pg. 37 Text Connections                           |
| c. Recognize sources of information (e.g., books, maps, graphs, charts).   | c. TE – Pg. 32 Background Knowledge                       |
| d. Use graphic organizers to aid in understanding material from informational text (e.g., charts, graphs, web).    | d. TE – Pg. 31 Graphic Organizers and Questions Answering |
| e. Visit libraries to use and view appropriate material.   | e. TE – Pg. 37 Text Connections #4                        |

**1.1.11**  
**Develop skills to facilitate reading to learn in a variety of content areas.**

- |   |   |
|---|---|
| a. Begin to develop content specific vocabulary.  | a. TE – Pg. 77 Vocabulary and Phrases and Sentences |
| b. Use text features to locate information (e.g., maps, charts, illustrations and table of contents). | b. TE – Pg. 48 Text Features                        |

**1.1.12**  
**Read independently for a variety of purposes.**  
**(At this level, the student will explore as an emergent reader.)**

- |                                  |  |
|----------------------------------|--|
| a. Read for literary experience. | a. TE – Pg. 86 Comprehension Library             |
| b. Read to gain information.     | b. TE – Pg. 38 Comprehension Library             |
| c. Read to perform a task.       | c. TE – Pgs. 48-51 Text 3: A Beautiful Sunflower |
| d. Read for enjoyment.           | d. TE – Pg. 54 Comprehension Library             |
| e. Read to expand vocabulary.    | e. TE – Pg. 29 Vocabulary                        |
| f. Read to build fluency.        | f. TE – Pg. 31 After Reading: Reread for Fluency |

**1.1.13**  
**Experience various literary and media genres.**

- |  |   |
|--|---|
| a. Read and view various literary (e.g., picture books, storybooks, fairy tales, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres. | a. Text Selections and Comprehension Library  |
| b. Explore non-fiction.  | b. TE – Pgs. 28-35 Giraffes and Meerkats      |
| c. Identify characters, events, and settings in print and non-print text.  | c. TE – Pgs. 56-59 The Sandcastle Contest     |
| d. Recognize main character(s) in print and non-print text.  | d. TE – Pg. 86 Comprehension Library          |
| e. Determine whether a selection is real or fantasy.   | e. TE – Pg. 38 Before Reading                 |
| f. Recognize rhyme in Mother Goose and other rhyming books. NA   | f. NA   |
| g. Retell a story in correct sequence (e.g., using books, videos, films).  | g. TE – Pgs. 39-54 Introduction to Sequencing |
| h. Determine the problem in a story and discover its solution through classroom discussion.  | h. TE – Pgs. 44-47 Our Dog Taffy              |

**1.1.14**  
**Develop and maintain a motivation to read.**

- |  |  |
|--|--|
| a. Visit libraries/media centers and regularly check out materials. NA                           | a. NA  |
| b. Share storybooks, poems, newspapers, and environmental print.                                 | b. TE – Pg. 37 Text Connections; Pg. 32 Cooperative Learning   |
| c. Explore a wide variety of literature through read alouds, tapes, and independent reading.     | c. Text Selections and Comprehension Library   |
| d. Identify favorite stories, informational text, authors, and illustrators.                     | d. TE – Pg. 38 Comprehension Library   |
| e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories). | e. NA  |
| f. Choose to read as a leisure activity.   | f. TE – Pg. 86 After Reading – Making Connections develops motivation to read independently and during leisure time by providing high interest text selections throughout the program. |

Correlation Key: TE-Teacher's Edition Book 2; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

### Reading

#### 2.1.01 Develop oral language.

Oral language development is incorporated throughout the Making Connections program. As students complete each text lesson, they build academic vocabulary and develop higher order thinking skills and language.

- |   |  |
|---|--|
| a. Show evidence of expanding oral language through vocabulary growth.                              | a. TE – Pg. 89 Vocabulary                                    |
| b. Continue to implement rules for conversation.  | b. TE – Pg. 28 Background Knowledge                          |
| c. Understand, follow, and give oral directions.  | c. TE – Pg. 31 After Reading: Reread for Fluency             |
| d. Participate in group discussion.   | d. TE – Pg. 90 Cooperative Learning                          |
| e. Participate in creative responses to text (e.g., choral reading, discussion, and dramatization). | e. TE – Pg. 83 Summarizing                                   |
| f. Respond to questions from teachers and other group members.                                      | f. TE – Pg. 37 Text Connections                              |
| g. Narrate a personal story.  | g. TE – Pg. 78 Cooperative Learning; Pg. 85 Text Connections |
| h. Summarize lesson content.  | h. TE – Pg. 27 Summarizing                                   |

#### 2.1.02 Develop listening skills.

Through each text of the Making Connections program, students are encouraged to listen attentively and use appropriate listening skills. Students follow oral directions in each lesson through teacher directives.

- |  |                                     |
|--|-------------------------------------|
| a. Listen attentively to speaker for specific information.                                     | a. TE – Pg. 30 Rereading            |
| b. Use appropriate listening skills (e.g., does not interrupt, faces speaker, asks questions). | b. TE – Pg. 90 Cooperative Learning |
| c. Listens and responds to a variety of media (e.g., books, audio tapes, videos). NA           | c. NA                               |
| d. Recognize the difference between formal and informal languages. NA                          | d. NA                               |
| e. Follow oral directions.   | e. TE – Pg. 94 Rereading            |

#### 2.1.03 Demonstrate knowledge of concepts of print.

- |  |  |
|--|--|
| a. Read and explain own writings.  | a. TE – Pg. 42 Cooperative Learning              |
| b. Recognize that groups of sentences make a paragraph and paragraphs make a story.                      | b. TE – Pg. 24 Text Structure and Purpose        |
| c. Recognize and use parts of a book (e.g., title, author, illustrator, table of contents and glossary). | c. TE – Pg. 70 Before Reading                    |
| d. Understand punctuation (e.g., period, question mark, exclamation mark).                               | d. TE – Pg. 31 After Reading: Reread for Fluency |

**2.1.04****Develop and maintain phonemic awareness.**

Making Connections is designed to be used in conjunction with an explicit, systematic approach to phonics. At the early levels, students practice decoding skills as they monitor what they read for words unknown in pronunciation or meaning, and find help with those words. Later, the program emphasis shifts to applying word analysis strategies such as syllabication principles and knowledge of common prefixes, suffixes, and roots to the task of decoding unfamiliar words.

- |   |  |
|---|--|
| a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). NA | a. NA  |
| b. Add, delete, and change targeted sounds to modify or change words. NA  | b. NA  |
| c. Identify and produce rhyming words.  | c. TE – Pg. 35 After Reading: Reread for Fluency |

**2.1.05****Develop and use decoding strategies.**

- |   |   |
|---|---|
| a. Use knowledge of letter-sound correspondence and structural analysis to decode words. NA   | a. NA   |
| b. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs). | b. TE – Pg. 57 Vocabulary; Pg. 84 Multiple Strategies |
| c. Use known words to decode unknown words. NA  | c. NA   |
| d. Apply knowledge of basic syllabication rules.  | d. TE – Pg. 99 After Reading: Reread for Fluency      |

**2.1.06****Read to develop fluency, expression, accuracy and confidence.**

- |   |  |
|---|--|
| a. Read orally to develop fluency, expression, accuracy, and confidence.      | a. TE – Pg. 79 After Reading: Reread for Fluency   |
| b. Reflect punctuation within written text while reading orally.              | b. TE – Pg. 31 After Reading: Reread for Fluency   |
| c. Participate in guided, oral readings.                                      | c. TE – Pg. 65 During Reading and First Reading  |
| d. Demonstrate the automatic recognition of high frequency words.             | d. TE – Pg. 40 Before Reading  |
| e. Read a variety of texts with fluency, expression, accuracy and confidence. | e. TE – Pg. 43 After Reading: Reread for Fluency   |
| f. Read independently daily.  | f. TE – Pg. 102 Comprehension Library – The Making Connections Comprehension Library provides a daily independent reading experience for students to progress and reinforce skills and strategies. |

**2.1.07**  
**Develop and extend reading vocabulary.**

- |  |   |
|--|---|
| a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.    | a. TE – Pg. 37 Text Connections                       |
| b. Recognize common abbreviations and contractions.  | b. Comprehension Library Texts                        |
| c. Participate in shared reading.  | c. TE – Pg. 56 Background Knowledge and Text Features |
| d. Manipulate word families, word wall and word sorts. NA  | d. NA   |
| e. Match oral words to print words.  | e. TE – Pg. 41 During Reading                         |
| f. Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues and structural analysis). | f. TE – Pg. 33 and 65 Vocabulary                      |
| g. Add endings to base words to make new words (e.g., -ed, -ing, and -es).   | g. TE – Pg. 109 Vocabulary                            |
| h. Identify simple multiple-meaning words based on the appropriate meaning for the context.                                    | h. TE – Pg. 61 and 89 Vocabulary                      |
| i. Build vocabulary through frequent read-alouds.  | i. TE – Pg. 63 After Reading: Reread for Fluency      |

**2.1.08**  
**Develop and use pre-reading strategies.**

- |   |  |
|---|--|
| a. Identify a purpose for reading.  | a. TE – Pg. 32 Text Structure and Purpose  |
| b. Participate in activities to build background knowledge to make meaning from text. | b. TE – Pg. 24 Background Knowledge  |
| c. Make predictions about text.   | c. TE – Pg. 102 Before Reading   |
| d. Use illustrations to preview text.   | d. TE – Pg. 108 Text Features  |
| e. Create graphic organizers (e.g., KWL, webs, lists, story maps, charts).            | e. TE – Pg. 43 Graphic Organizers and Question Answering; Pg. 53 Text connections #6 |
| f. Connect life experience to information and events in texts.                        | f. TE – Pg. 54 Comprehension Library   |

**2.1.09**  
**Use active comprehension strategies to derive meaning while reading and check for understanding after reading.**

- |  |   |
|--|---|
| a. Derive meaning while reading  |   |
| 1. employing self-correction strategies (e.g., rereading, asking for help).              | 1. TE – Pg. 94 Rereading  |
| 2. participating in discussion about text and relating selection to personal experience. | 2. TE – Pg. 94 Cooperative Learning   |
| 3. predicting and adjusting outcomes during reading.                                     | 3. TE – Pg. 64 Before Reading; Pg. 95 Graphic Organizers and Question Answering |
| b. Check for understanding after reading by  |   |
| 1. recalling the sequence of events in a story.  | 1. TE – Pgs. 39-54 Introduction to Sequencing                                   |
| 2. drawing conclusions based on evidence gained while reading.                           | 2. TE – Pg. 78 Rereading and Cooperative Learning                               |
| 3. restating story events in order to clarify and organize ideas.                        | 3. TE – Pg. 69 Text Connections   |
| 4. recognizing cause and effect. NA  | 4. NA   |
| 5. recognizing the main idea in picture books and texts.                                 | 5. TE – Pgs. 55-70 Introduction to Main Idea                                    |

**2.1.10**  
**Introduce informational skills to facilitate learning.**

- |   |  |
|---|--|
| a. Recognize outside resources (e.g., family and community).                                | a. TE – Pgs. 84-85 Assessment – Texts 4 and 5; Text Connections; Pg. 80 Background Knowledge |
| b. Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs). | b. TE – Pgs. 24-25 Text Features and During Reading  |
| c. Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).  | c. TE – Pg. 118 During Reading   |
| d. Use graphic organizers to aid in understanding material from informational texts.        | d. TE – Pg. 71 Techniques for Teaching Compare and Contrast                                  |
| e. Visit libraries and check out appropriate materials.                                     | e. NA  |

**2.1.11**  
**Develop skills to facilitate reading to learn in a variety of content areas.**

- |  |   |
|--|---|
| a. Develop content specific vocabulary.  | a. TE – Pg. 113 Vocabulary  |
| b. Use text features to locate information (e.g., charts, maps and illustrations). | b. TE – Pg. 28 and 88 Text Features; Pg. 54 Comprehension Library |

**2.1.12**  
**Read independently for a variety of purposes.**

- |                                  |  |
|----------------------------------|--|
| a. Read for literary experience. | a. TE – Pg. 54 Comprehension Library; Pgs. 72-75 At the Fair |
| b. Read to gain information.     | b. TE – Pgs. 24-37 Identifying Detail                        |
| c. Read to perform a task.       | c. TE – Pg. 79 Graphic Organizers and Question Answering     |
| d. Read for enjoyment.           | d. TE – Pg. 38 Comprehension Library                         |
| e. Read to expand vocabulary.    | e. TE – Pg. 97 Vocabulary                                    |
| f. Read to build fluency.        | f. TE – Pg. 99 After Reading; Reread for Fluency             |

**2.1.13**  
**Experience various literary and media genres.**

- |  |   |
|--|---|
| a. Read and view various literary (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, lyrics to songs) and media (e.g., illustrations, the arts, films, videos) genres. | a. NA                                   |
| b. Understand the main idea in a visual message (e.g., pictures, cartoons, posters).   | b. TE – Pg. 56 Text Features            |
| c. Explore folktales and fables.   | c. NA                                   |
| d. Identify characters, plot, and setting in print and non-print text.   | d. TE – Pg. 102 Comprehension Library   |
| e. Recognize how the main character and other characters interact with each other.   | e. TE – Pg. 54 Comprehension Library    |
| f. Identify types of stories (e.g., folktales, fables, fairy tales).   | f. NA                                   |
| g. Determine whether the events in the reading selection are real or fantasy.  | g. NA                                   |
| h. Compare and contrast different stories.   | h. TE – Pgs. 53 and 69 Text Connections |
| i. Determine the problem in a story and discover its solution.   | i. TE – Pg. 38 Comprehension Library    |

**2.1.14****Develop and maintain a motivation to read.**

Making Connections develops motivation to read independently and during leisure time by providing high interest text selections throughout the program.

- |   |   |
|---|---|
| a. Visit libraries/media centers and regularly check out materials. NA                              | a. NA   |
| b. Share storybooks, poems, environmental print, and own writing.                                   | b. TE – Pg. 50 Cooperative Learning; Pg. 69 Text Connections #5 |
| c. Explore a wide variety of literature through read alouds, tapes, and independent reading. NA     | c. NA   |
| d. Identify favorite stories, informational text, authors and illustrators.                         | d. TE – Pg. 86 Comprehension Library                            |
| e. Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories). NA | e. NA   |
| f. Relate literary experiences to others (e.g., book reports, sharing favorite stories).            | f. TE – Pg. 101 Text Connections                                |
| g. Experience daily opportunities to read.  | g. Text Selections and Comprehension Library                    |
| h. Choose to read as a leisure activity.  | h. TE – Pg. 118 After Reading                                   |

Correlation Key: TE-Teacher's Edition Book 3; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

## Reading

### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

#### 3.1.01

#### Develop oral language

Oral language development is incorporated throughout the Making Connections program. As students complete each text lesson, they build academic vocabulary and develop higher order thinking skills and language.

- |  |                                     |
|--|-------------------------------------|
| a. Show evidence of expanding oral language through vocabulary growth.   | a. TE – Pg. 41 Vocabulary           |
| b. Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).                     | b. TE – Pg. 82 Cooperative Learning |
| c. Understand, follow, and give oral directions.   | c. TE – Pg. 82 Rereading            |
| d. Respond to questions from teachers and other group members and pose follow-up questions for clarity.                              | d. TE – Pg. 49 Text Features        |
| e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).              | e. TE – Pg. 91 Reread for Fluency   |
| f. Summarize orally what has been learned or accomplished after completing an activity or assignment.                                | f. TE – Pg. 115 Summarizing         |
| g. Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation. | g. TE - Pg. 31 Reread for Fluency   |

#### 3.1.02

#### Develop listening skills

Through each text of the Making Connections program, students are encouraged to listen attentively and use appropriate listening skills. Students follow oral directions in each lesson through teacher directives.

- |  |   |
|--|---|
| a. Listen attentively to speaker for specific information.                                 | a. TE-Pg. 30 Rereading                      |
| b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions). | b. TE – Pg. 53 Text Connections (Interview) |
| c. Listen and respond to a variety of media (e.g., books, audio tapes, videos). NA         | c. NA                                       |
| d. Recognize the difference between formal and informal languages. NA                      | d. NA                                       |
| e. Follow oral directions.   | e. TE – Pg. 66 Rereading                    |

**3.1.03**  
**Demonstrate knowledge  
of concepts of print.**

- |  |  |
|--|--|
| a. Recognize that groups of sentences make a paragraph and paragraphs make a story or article. | a. TE - Pg. 40 Text Structure and Purpose  |
| b. Recognize and use parts of text (e.g., title, table of contents, glossary and index).       | b. TE – Pg. 38 Before Reading              |
| c. Recognize and use common text features (e.g., headings, key words, graphics).               | c. TE – Pg. 54 During Reading              |
| d. Recognize different forms of text (e.g., poems, plays and stories).                         | d. TE – Pg. 108 Text Structure and Purpose |

**3.1.04**  
**Develop and maintain  
phonemic awareness.**

- |   |   |
|---|---|
| a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds). NA | a. NA   |
| b. Add, delete, and change targeted sounds to modify or change words. NA  | b. NA   |
| c. Identify and produce rhyming words and original poems.   | c. TE – Pgs. 108-109 – Students read the poem A Terrible Mess – Teaching opportunity for rhyme. |

**3.1.05**  
**Develop and use  
decoding strategies.**

Making Connections is designed to be used in conjunction with an explicit, systematic approach to phonics.

- |   |                           |
|---|---------------------------|
| a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode. NA   | a. NA                     |
| b. Decode multi-syllabic words not yet known as sight words. NA   | b. NA                     |
| c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes). NA | c. NA                     |
| d. Use previously learned strategies to decode and verify word meaning utilizing the context of the selection.  | d. TE – Pg. 93 Vocabulary |

**3.1.06**

**Read to develop fluency, expression, accuracy and confidence.**

- |  |  |
|--|--|
| a. Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes). | a. TE – Pg. 27 Reread for Fluency  |
| b. Read aloud grade-appropriate narrative and expository text fluently and accurately, using appropriate timing, intonation, and expression.                                 | b. TE – Pg. 35 Reread for Fluency  |
| c. Participate in guided oral reading.   | c. TE – Pg. 65 First Reading   |
| d. Reflect punctuation within written text while reading orally.   | d. TE – Pg. 31 Reread for Fluency  |
| e. Demonstrate the automatic recognition of high frequency words.  | e. TE – Pg. 24 Skill Focus   |
| f. Read daily and independently from a variety of texts.   | f. The Making Connections Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. Fiction and nonfiction reading selections provide reading in different genres. |

**3.1.07**

**Develop and extend reading vocabulary.**

- |   |   |
|---|---|
| a. Build vocabulary by listening to literature and participating in discussion.                                   | a. TE – Pg. 57 Vocabulary   |
| b. Build vocabulary through frequent read-alouds.   | b. TE – Pg. 89 First Reading  |
| c. Determine word meaning using root words, prefixes, and suffixes.   | c. TE – Pg. 45 Vocabulary   |
| d. Recognize and use compound words, contractions, and abbreviations.   | d. TE – Pg. 33 Vocabulary   |
| e. Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources. | e. TE – Pg. 38 During Reading   |
| f. Use antonyms and synonyms to facilitate understanding of words.  | f. TE – Pg. 61 Vocabulary   |
| g. Use context clues to determine meaning of multi-meaning words.   | g. TE - Pg. 109 Vocabulary  |
| h. Manipulate word walls and word sorts. NA   | h. NA   |
| i. Build vocabulary by reading a wide range of text types inside and outside the classroom.                       | i. Students build vocabulary by reading a wide variety of text types found in the Making Connections program– Grade 3 (diary, biography, advertisement, newspaper article, e-mails, fable, personal essay, narrative poetry). |

**3.1.08**  
**Develop and use**  
**pre-reading strategies.**

- |  |   |
|--|---|
| a. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position). | a. TE – Pg. 88 Text Structure and Purpose |
| b. Participate in activities to build background knowledge to make meaning from text.                            | b. TE – Pg. 88 Background Knowledge       |
| c. Make predictions using text features (e.g., illustrations and graphics).                                      | c. TE – Pg. 49 Text Features              |
| d. Preview text using illustrations, graphics, text format, text structures and skimming.                        | d. TE – Pg. 54 Before Reading             |
| e. Connect life experience to information and events in texts.   | e. TE – Pg. 117 Text Connections          |

**3.1.09**  
**Use active comprehension**  
**strategies to derive**  
**meaning while reading and**  
**check for understanding**  
**after reading.**

- |   |   |
|---|---|
| a. Derive meaning while reading by  |   |
| 1. formulating clarifying questions.  | 1. TE – Pg. 29 Comprehension Monitoring / Question Generating |
| 2. predicting outcomes based upon prior knowledge and adjust as knowledge is gained while reading.                    | 2. TE – Pg. 32 Background Knowledge                           |
| 3. using metacognitive reading strategies to monitor comprehension (e. g., reread, read ahead, adjust reading speed). | 3. TE – Pg. 26 Rereading                                      |
| 4. creating a mental image.   | 4. TE – Pg. 66 Cooperative Learning                           |
| 5. expressing reactions and personal opinions in response to a selection.   | 5. TE – Pg. 99 Graphic Organizers and Question Answering      |
| b. Check for understanding after reading  |   |
| 1. drawing conclusions based on evidence gained while reading.  | 1. TE – Pgs. 71-86 Drawing Conclusions / Predicting Outcomes  |
| 2. sequencing story events and/or text information.   | 2. TE – Pgs. 23-38 Sequencing                                 |
| 3. recognizing cause and effect relationships in text.  | 3. TE – Pgs. 103-118 Cause and Effect                         |
| 4. discussing similarities and differences in text events, characters, and character actions.                         | 4. TE – Pgs. 55-70 Compare and Contrast                       |
| 5. distinguishing between fact and opinion.   | 5. TE – Pgs. 87-102 Fact and Opinion                          |
| 6. recognizing the stated/ implied main idea of the text  | 6. TE – Pgs. 39-54 Main Idea                                  |
| 7. discussing author's purpose for writing.   | 7. TE – Pg. 76 Text Structure and Purpose                     |

**3.1.10**  
**Introduce informational**  
**skills to facilitate learning.**

- |   |                                  |
|---|----------------------------------|
| a. Use outside resources to access information (e.g., family and community).  | a. TE – Pg. 101 Text Connections |
| b. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet). | b. TE – Pg. 61 Vocabulary        |
| c. Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).                           | c. TE – Pg. 38 During Reading    |
| d. Gather and record information on a topic.  | d. TE – Pg. 69 Text Connections  |

**3.1.11**

**Develop skills to facilitate reading to learn in a variety of content areas.**

- |   |                                |
|---|--------------------------------|
| a. Develop and maintain content specific vocabulary.  | a. TE – Pg. 29 Vocabulary      |
| b. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).                       | b. TE – Pg. 102 Before Reading |
| c. Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies). | c. TE – Pg. 48 Skill Focus     |
| d. Use self-correction strategies while reading (e.g., pausing, rereading, asking for help).                              | d. TE – Pg. 74 Rereading       |

**3.1.12**

**Read independently for a variety of purposes.**

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| a. Read for literary experience. | a. TE – Pg. 81 During Reading     |
| b. Read to gain information.     | b. TE – Pg. 54 During Reading     |
| c. Read to perform a task.       | c. TE – Pg. 86 During Reading     |
| d. Read for enjoyment.           | d. TE – Pg. 38 During Reading     |
| e. Read to expand vocabulary.    | e. TE – Pg. 77 Vocabulary         |
| f. Read to build fluency.        | f. TE – Pg. 75 Reread for Fluency |

**3.1.13**

**Experience various literary and media genres.**

- |  |  |
|--|--|
| a. Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres. NA | a. NA                                      |
| b. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).  | b. TE – Pg. 49 Text Features               |
| c. Define and identify setting.  | c. TE – Pg. 32 Background Knowledge        |
| d. Define and identify the characters.   | d. TE – Pg. 53 Text Connections            |
| e. Differentiate between main and minor characters.  | e. TE – Pg. 117 Text Connections           |
| f. Determine the problem in a story, discover its solution, and consider alternate solutions. NA   | f. NA                                      |
| g. Identify types of stories (e.g., folktales, fables, fairy tales).   | g. TE - Pg. 76 Text Structure and Purpose  |
| h. Compare and contrast different versions/ representations of similar stories, legends, lessons or events reflecting different cultures. NA   | h. NA                                      |
| i. Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).   | i. TE – Pg. 108 Text Structure and Purpose |
| j. Explore the concept of first person point of view. NA   | j. NA                                      |

**3.1.14****Develop and maintain a motivation to read.**

- |   |  |
|---|--|
| a. Visit libraries/media centers and regularly check out materials. NA  | a. NA  |
| b. Engage in a variety of literacy activities voluntarily (self-select books and stories). NA                                     | b. NA  |
| c. Read longer narrative and expository text independently including chapter books.   | c. TE – Pg. 38 Before Reading / During Reading (6 chapters)  |
| d. Select literature based on personal needs and interests from a variety of genres and by different authors. NA                  | d. NA  |
| e. Choose works from favorite authors/illustrators and genres. NA   | e. NA  |
| f. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations). | f. TE – Pg. 69 Text Connections  |
| g. Experience daily opportunities to read.  | g. The Making Connections Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. Fiction and nonfiction reading selections provide reading in different genres. |
| h. Choose to read as a leisure activity.  | h. Making Connections develops motivation to read independently by providing high interest text selections throughout the program  |

Correlation Key: TE-Teacher's Edition Book 4; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

## Reading

### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

4.1.01

Continue to develop oral language and listening skills.

Oral language development is incorporated throughout the Making Connections program. As students complete each text lesson, they build academic vocabulary and develop higher order thinking skills and language. Students follow oral direction in each lesson through teacher directives.

Through each text of the Making Connections program, students are encouraged to listen attentively and use appropriate listening skills.

- |   |   |
|---|---|
| a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.                           | a. TE – Pg. 30 Text Connections   |
| b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).        | b. TE – Pg. 74 Cooperative Learning   |
| c. Understand, follow, and give oral multi-step directions which may include illustrations.                             | c. TE – Pg. 26 Cooperative Learning   |
| d. Formulate and respond to questions from teachers and other group members.  | d. TE – Pg. 107 Summarizing   |
| e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations). | e. TE – Pg. 63 Reread for Fluency; Pg. 82 Cooperative Learning                      |
| f. Summarize orally what has been learned or accomplished after completing an activity or assignment.                   | f. TE – Pg. 63 Summarizing  |
| g. Create and deliver an oral presentation on an assigned topic (e.g., book reports, demonstrations, science projects). | g. TE - Pg. 36 Text Connections   |
| h. Present and/or perform original or published literary work with a group and/or individually. NA                      | h. NA   |
| i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.                  | i. TE – Pg. 59 Reread for Fluency   |
| j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).     | j. TE – Pg. 99 Reread for Fluency (Opportunity for facial expression and gesturing) |
| k. Participate in recitations of assigned/self-selected passages.   | k. TE - Pg.79 Reread for Fluency  |

**4.1.02**  
**Demonstrate knowledge of concepts of print.**

- a. Use parts of text (e.g., title, title page, table of contents, chapter title, glossary, and index). a. TE – Pg. 54 Before Reading
- b. Use common text features to enhance understanding (e.g., headings, key words, graphics, captions, side bars). b. TE – Pg. 60 Text Features
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, biographies). c. TE – Pg. 48 Text Structure and Purpose

**4.1.03**  
**Expand reading skills through phonemic awareness.**

Making Connections is designed to be used in conjunction with an explicit, systematic approach to phonics.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, books on tape, sound effects, read alouds). NA a. NA
- b. Understand rhyming patterns in printed materials. b. TE – Pgs. 60, 84 Poems – Teaching opportunity for rhymes
- c. Respond and analyze the effects of the sounds of language (e.g., alliteration, onomatopoeia, rhythm, beat). c. TE – Pg. 63 Reread for Fluency

**4.1.04**  
**Use decoding strategies to read unfamiliar words.**

- a. Continue to use knowledge of letter-sound correspondence and structural analysis to decode words. a. TE – Pg. 57 Vocabulary
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words. b. TE – Pg. 45 Phrases and Sentences
- c. Use syllabication to decode words. c. TE – Pg. 31 Reread for Fluency
- d. Understand, recognize, and use spelling patterns and word families to decode words. NA d. NA
- e. Decode unknown grade level words by utilizing learned strategies (e.g., reading ahead, drawing upon prior knowledge) to verify word meanings within the context. e. TE – Pg. 73 Vocabulary

**4.1.05**  
**Read to develop fluency, expression, accuracy, and confidence.**

- a. Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, recorded reading, echo reading). a. TE – Pg. 63 Reread for Fluency
- b. Read with fluency and confidence from a variety of texts (e.g., poetry, drama, current events, novels). b. TE – Pg. 84 In My State - poem
- c. Participate in guided oral reading. c. TE – Pg. 33 First Reading
- d. Read orally using appropriate pronunciation, expression, and rate. d. TE – Pg. 27 Reread for Fluency
- e. Adjust speed based on the purpose for reading and reading level. e. TE – Pg. 67 Reread for Fluency
- f. Read independently daily. f. The Making Connections Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. Fiction and nonfiction reading selections provide reading in different genres.

**4.1.06**  
**Expand reading vocabulary.**

- |   |  |
|---|--|
| a. Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts. | a. TE – Pg. 65 First Reading / Vocabulary / Phrases and Sentences  |
| b. Build vocabulary through frequent read alouds.   | b. TE – Pg. 57 First Reading   |
| c. Infer word meanings using roots, prefixes, and suffixes.   | c. TE – Pg. 41 Vocabulary / Phrases and Sentences  |
| d. Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.            | d. TE – Pg. 25 Vocabulary  |
| e. Use appropriate synonyms, antonyms, and homonyms.  | e. TE – Pg. 33 Phrases and Sentences   |
| f. Foster word consciousness (e.g., word play, word walls and word sorts).  | f. TE – Pg. 27 Graphic Organizers  |
| g. Continue to use context clues to determine the correct meaning/usage of multiple meaning words.                          | g. TE - Pg. 109 Phrases and Sentences  |
| h. Select the correct word to complete an analogy. NA   | h. NA  |
| i. Build vocabulary by reading from a wide variety of text and literary genres.   | i. Students build vocabulary by reading a wide variety of text types found in the Making Connections program– Grade 4 (recipe, newspaper ad, e-mails, poems, folk tale, letter, diary, fictional stories, informational text). |

**4.1.07**  
**Employ pre-reading strategies to facilitate comprehension.**

- |  |   |
|--|---|
| a. Set a purpose for reading (e.g., to understand, to enjoy, to solve problems, to locate specific information/facts).             | a. TE – Pg. 24 Text Structure and Purpose |
| b. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing).                        | b. TE – Pg.108 Background Knowledge       |
| c. Explore significant words to be encountered in selected/assigned text.  | c. TE – Pg. 28 Skill Focus                |
| d. Preview text using text features (e.g., illustrations/ pictures, graphs, diagrams, and headings).                               | d. TE – Pg. 60 Text Features              |
| e. Make predictions about text using text features (e.g., title, author, illustrations, and text format).                          | e. TE – Pg. 38 Before Reading             |
| f. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media. | f. TE – Pg. 40 Background Knowledge       |

4.1.08

Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

a. Derive meaning while reading by		
1.	formulating clarifying questions.	1. TE – Pg. 89 Comprehension Monitoring / Question Generating
2.	predicting outcomes based upon prior knowledge and adjusting appropriately.	2. TE – Pg. 70 Before Reading
3.	using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading).	3. TE – Pg. 82 Rereading
4.	creating mental images.	4. TE – Pg. 32 Background Knowledge
5.	expressing reactions and personal opinions to a selection.	5. TE – Pg. 90 Cooperative Learning
6.	making inferences.	6. TE – Pg.86 Multiple Strategies
7.	verifying or modifying the pre-reading purpose.	7. TE – Pgs. 88-89 Before Reading / During Reading
8.	drawing conclusions based on evidence gained.	8. TE – Pg. 74 Cooperative Learning
b. Check for understanding after reading by		
1.	indicating sequence of events in fiction and nonfiction selections.	1. TE – Pgs. 23-38 Sequencing
2.	selecting main idea and supporting details from text.	2. TE – Pgs. 39-54 Main Idea
3.	identifying the author’s purpose (e.g., to entertain, to inform, to explain).	3. TE – Pg. 104 Text and Purpose
4.	discussing similarities and differences in events and characters using evidence cited in two or three text(s).	4. TE – Pg. 53 Text Connection
5.	selecting information to meet a specific purpose.	5. TE – Pg. 31 Graphic Organizers / Question Answering
6.	stating reasonable generalizations in reference to two pieces of text on a similar topic.	6. TE – Pgs. 56, 58 Background Knowledge / Cooperative Learning
7.	locating information to support opinions, predictions, and conclusions.	7. TE – Pgs. 71-86 Drawing Conclusions / Predicting Outcomes
8.	identifying cause and effect relationships.	8. TE – Pgs. 103-118 Cause and Effect
9.	distinguishing between fact/opinion and reality/fantasy.	9. TE – Pgs. Fact and Opinion
10.	identifying and interpreting figurative language (e.g., idioms, similes, metaphors, personification).	10. TE – Pg. 60 Background Knowledge
11.	recognizing the theme of a single passage. NA	11. NA
12.	reflecting upon comprehension strategies utilized to make meaning from text.	12. TE – Pg. 51 Graphic Organizers and Question Answering/ Summarizing

**4.1.09**

**Develop appropriate information skills and study skills to facilitate learning.**

- |  |                                   |
|--|-----------------------------------|
| a. Use and discern appropriate reference sources in various format (e.g., interviews with family and community; encyclopedias, card/electronic catalogs, almanacs, magazines, and newspapers). | a. TE – Pg. 69 Text Connections   |
| b. Use media (e.g., photographs, films, videos, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.           | b. TE – Pg. 53 Text Connections   |
| c. Use current technology as a research and communication tool for personal interest, research, and clarification.   | c. TE – Pg. 101 Text Connections  |
| d. Understand a variety of informational texts, which include primary sources (e.g., autobiographical sketches, letters, and diaries; and internet sites).                                     | d. TE – Pg. 101 Text Connections  |
| e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.   | e. TE – Pg. 38 During Reading     |
| f. Skim materials to develop a general overview of content or to locate specific information.  | f. TE – Pg. 118 Before Reading    |
| g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, tables, timelines).   | g. TE - Pg. 43 Graphic Organizers |
| h. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, magazines) on daily life.   | h. TE –Pg. 101 Text Connections   |
| i. Gather and record information on a research topic using two different sources.  | i. TE - Pg. 85 Text Connections   |

**4.1.10**

**Develop skills to facilitate reading to learn in a variety of content areas.**

- |   |   |
|---|---|
| a. Develop and maintain vocabulary specific to content and to current events.   | a. TE – Pg. 25 Vocabulary / Phrases and Sentences |
| b. Locate information using available text features (e.g., maps, charts, graphics, appendices, and tables of contents). | b. TE – Pg. 102 Before Reading (Glossary)         |
| c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).        | c. TE – Pg. 117 Text Connections                  |
| d. Use self-correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).  | d. TE – Pg. 27 Reread for Fluency                 |
| e. Determine the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies).        | e. TE – Pg. 101 Text Connections                  |

**4.1.11****Read independently for a variety of purposes.**

- |                                  |   |
|----------------------------------|---|
| a. Read for literary experience. | a. TE – Pg. 38 Multiple Strategies                |
| b. Read to gain information.     | b. TE – Pg. 118 Multiple Strategies               |
| c. Read to perform a task.       | c. TE – Pg. 25 First Reading                      |
| d. Read for enjoyment.           | d. TE – Pg. 86 Multiple Strategies                |
| e. Read to expand vocabulary.    | e. TE – Pg. 29 Vocabulary / Phrases and Sentences |
| f. Read to build fluency.        | f. TE – Pg. 31 Reread for Fluency                 |

**4.1.12****Experience various literary and media genres.**

- |  |                                      |
|--|--------------------------------------|
| a. Read, view, and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, films, video) genres. NA | a. NA                                |
| b. Determine the problem of a story, discover its solution, and consider alternate solutions. NA   | b. NA                                |
| c. Sequence the events of a selection from beginning to end, determining how the incidents are connected and lead to a solution/conclusion.                          | c. TE – Pg. 34 Cooperative Learning  |
| d. Identify and describe the main and minor characters, considering the importance of their actions, motives, and appearances. NA                                    | d. NA                                |
| e. Make inferences about print and non-print text.   | e. TE – Pg. 38 Multiple Strategies   |
| f. Compare and contrast events and characters using evidence cited from print and non-print text(s). NA  | f. NA                                |
| g. Compare and contrast different versions/representations of the same stories/events that reflect different cultures. NA  | g. NA                                |
| h. Summarize selected passages.  | h. TE –Pg. 79 Summarizing            |
| i. Distinguish between first and third person points of view. NA   | i. NA                                |
| j. Explore the concept of theme. NA  | j. NA                                |
| k. Recognize and understand basic literary devices (e.g., imagery, simile, metaphor, personification).   | k. TE – Pg. 61 Phrases and Sentences |

**4.1.13****Develop and sustain a motivation for reading.**

- |  |  |
|--|--|
| a. Visit libraries/media centers and book fairs to explore books. NA   | a. NA  |
| b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others). NA | b. NA  |
| c. Read daily from self-selected materials. NA   | c. NA  |
| d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).                                    | d. TE – Pg. 101 Text Connections                     |
| e. Begin a personal reading list or reading log/journal to reflect reading progress and accomplishments.   | e. TE – Pgs. 38, 54, 70, 86, 102, 118 During Reading |
| f. Experience and develop an awareness of literature that reflects a diverse society. NA   | f. NA  |

Correlation Key: TE-Teacher's Edition Book 5; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

## Reading

### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

#### 5.1.01

Continue to develop oral language and listening skills.

Oral language development is incorporated throughout the Making Connections program. As students complete each text lesson, they build academic vocabulary and develop higher order thinking skills and language. Through each text in Making Connections, students are encouraged to listen attentively and use appropriate listening skills. Students follow oral directions in each lesson through teacher directives.

- |   |   |
|---|---|
| a. Listen attentively by facing the speaker, asking questions, and paraphrasing what is said.                           | a. TE – Pg. 85 Text Connections                   |
| b. Use established rules for conversation (e.g., do not interrupt, ask questions, provide appropriate feedback).        | b. TE – Pg. 26 Rereading and Cooperative Learning |
| c. Understand, follow, and give oral multi-step directions that may include illustrations. NA                           | c. NA   |
| d. Formulate and respond to questions from teachers and other group members.  | d. TE – Pg. 94 Rereading                          |
| e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations). | e. TE – Pg. 115 After Reading: Reread for Fluency |
| f. Summarize orally what has been learned or accomplished after completing an activity or assignment.                   | f. TE – Pgs. 35 and 107 Summarizing               |
| g. Create and deliver an oral presentation that includes an introduction and conclusion. NA                             | g. NA   |
| h. Create and deliver an oral presentation that uses visual aids or props and incorporates several sources.             | h. TE – Pg. 30 Cooperative Learning               |
| i. Use different voice levels and speech patterns for small groups, informal discussions, and reports.                  | i. TE – Pg. 47 After Reading: Reread for Fluency  |
| j. Interpret and use a variety of non-verbal communication techniques (e.g., gestures, facial expression, posture).     | j. TE – Pg. 75 After Reading                      |
| k. Present and/or perform original or published literary work with a group and/or individually. NA                      | k. NA   |
| l. Participate in recitations of assigned/self-selected passages.   | l. TE – Pg. 35 After Reading: Reread for Fluency  |

**5.1.02**  
**Demonstrate knowledge of concepts of print.**

- a. Use parts of text (e.g., title, title page, table of contents, chapter titles, glossary, appendix, and index). a. TE – Pg. 86 Before Reading
- b. Use common text features to enhance understanding (e.g., headings, keywords, graphics, captions, side bars, footnotes). b. TE – Pg. 64 Text Features; Pg. 39 Introduction to Compare and Contrast
- c. Recognize different forms of text (e.g., poems, plays, drama, letters, ads, journalism, historical fiction, biographies, autobiographies). c. Text Selections and Comprehension Library – Each reading selection in Making Connections provides experience in recognizing different text forms.

**5.1.03**  
**Expand reading skills through phonemic awareness.**

Making Connections is designed to be used in conjunction with an explicit, systematic approach to phonics. At the early levels, students practice decoding skills as they monitor what they read for words unknown in pronunciation or meaning, and find help with those words. Later, the program emphasis shifts to applying word analysis strategies such as syllabication principles and knowledge of common prefixes, suffixes, and roots to the task of decoding unfamiliar words.

- a. Develop awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, music lyrics, sound effects, books on tape, read alouds). a. TE – Pg. 60 Text Structure and Purpose
- b. Understand rhyming patterns in printed materials. b. TE – Pg. 63 Reread for Fluency
- c. Respond and analyze the effects of sound in language. (e.g., alliteration, onomatopoeia, rhythm, beat). c. TE – Pgs. 103-118 Introduction to Figurative Language

**5.1.04**  
**Use decoding strategies to read unfamiliar words.**

- a. Continue to use knowledge of letter-sound correspondence knowledge and structural analysis to decode words. a. TE – Pg. 84 Multiple Strategies
- b. Expand understanding and use of root words, prefixes, and suffixes to decode words. b. TE – Pg. 45 and 81 Vocabulary
- c. Use syllabication to decode words. NA c. TE – NA
- d. Understand, recognize, and use spelling patterns and word families to decode words. d. TE – Pg. 97 Vocabulary
- e. Decode unknown grade level words utilizing learned strategies and verify word meanings within the context. e. TE – Pg. 29, 33, 57 Vocabulary

**5.1.05**

**Read to develop fluency, expression, accuracy, and confidence.**

- |    |  |   |
|----|--|---|
| a. | Increase confidence and poise in reading aloud (e.g., paired reading, shared reading, choral reading, echo reading, and reader’s theater). | a. TE – Pg. 63 After Reading: Reread for Fluency  |
| b. | Read with fluency and confidence from a variety of text (e.g., poetry, drama, newspapers, novels, textbooks).                              | b. TE – Pg. 85 Text Connections                   |
| c. | Participate in guided oral reading.  | c. TE – Pg. 67 After Reading: Reread for Fluency  |
| d. | Read orally using appropriate pronunciation, expression, and rate.   | d. TE – Pg. 83 After Reading: Reread for Fluency  |
| e. | Adjust speed based on the purpose for reading and reading level.   | e. TE – Pg. 115 After Reading: Reread for Fluency |
| f. | Read independently daily.  | f. TE – Comprehension Library Books               |

**5.1.06**

**Expand reading vocabulary.**

- |    |   |   |
|----|---|---|
| a. | Build vocabulary by listening to literature, participating in discussions, and reading self-selected texts.                           | a. TE – Pg. 29 During Reading: First Reading              |
| b. | Build vocabulary through frequent read alouds.  | b. TE – Pg. 31 After Reading: Reread for Fluency          |
| c. | Infer word meanings using roots, prefixes, and suffixes.  | c. TE – Pg. 45 Vocabulary                                 |
| d. | Determine the meaning of unfamiliar words using context clues, dictionaries, glossaries, and other resources.                         | d. TE – Pg. 61 Vocabulary                                 |
| e. | Use appropriate synonyms, antonyms, and homonyms. NA  | e. NA   |
| f. | Foster word consciousness (e.g., word play, word walls and word sorts).   | f. TE – Pg. 107 Graphic Organizers and Question Answering |
| g. | Use context clues and pronunciation cues when appropriate to determine the correct meaning/usage of multiple meaning words.           | g. TE – Pg. 49 Vocabulary                                 |
| h. | Select the correct word to complete an analogy. NA  | h. NA   |
| i. | Explore the impact of vocabulary in evaluating ideas, information, and experiences.   | i. TE – Pg. 75 Graphic Organizers and Question Answering  |
| j. | Use word origins to determine the meaning of unknown words (e.g., Latin and Greek roots, meanings of commonly used foreign words). NA | j. NA   |
| k. | Build vocabulary by reading from a wide variety of text and literary genres.  | k. Text Selections and Comprehension Library              |

**5.1.07****Employ pre-reading strategies to facilitate comprehension.**

- |  |   |
|--|---|
| a. Set a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to locate specific information/facts, to discover models for writing). | a. TE – Pg. 72 Text Structure and Purpose |
| b. Utilize reference sources to build background for reading. NA   | b. NA                                     |
| c. Organize prior knowledge using a variety of strategies (e.g., webbing, mapping, brainstorming, listing, outlining).   | c. TE – Pg. 44 Background Knowledge       |
| d. Explore significant words to be encountered in selected/assigned text.  | d. TE – Pg. 89 Vocabulary                 |
| e. Preview text using text features (e.g., illustrations/pictures, captions, graphs, diagrams, and headings).  | e. TE – Pg. 73 Text Features              |
| f. Make predictions about text using text features (e.g., title, author, illustrations, and text format).  | f. TE – Pg. 70 Before Reading             |
| g. Relate text to prior personal and historical experiences, current events, as well as previously read print and non-print media.                                   | g. TE – Pg. 37 Text Connections           |

**5.1.08**

**Use active comprehension strategies to derive meaning while reading and check for understanding after reading.**

- |  |   |   |
|--|---|---|
| <b>a. Derive meaning while reading by</b>          |   |   |
| 1.   | formulating clarifying questions.   | 1. TE – Pg. 25 During Reading                                     |
| 2.   | predicting outcomes based upon prior knowledge and adjusting appropriately.   | 2. TE – Pg. 29 During Reading; Pg. 60 Before Reading; Skill Focus |
| 3.   | using metacognitive and self-monitoring reading strategies to improve comprehension (e.g., rereading, identifying miscues, reading ahead, asking for help, and drawing on earlier reading). | 3. TE – Pg. 59 After Reading                                      |
| 4.   | creating mental images.   | 4. TE – Pg. 61 Vocabulary   |
| 5.   | expressing reactions and personal opinions to a selection or relating the selection to a personal experience.   | 5. TE – Pg. 80 Before Reading                                     |
| 6.   | making inferences and recognizing unstated assumptions.   | 6. TE – Pg. 102 Multiple Strategies                               |
| 7.   | verifying or modifying the pre-reading purpose.   | 7. TE – Pg. 66 Rereading  |
| 8.   | drawing conclusions based on evidence gained.   | 8. TE – Pg. 101 Text Connections                                  |
| <b>b. Check for understanding after reading by</b> |   |   |
| 1.   | indicating sequence of events in fiction and nonfiction text.   | 1. TE – Pg. 67 Graphic Organizers and Question Answering          |
| 2.   | selecting main idea and supporting details from text.   | 2. TE – Pgs. 23-38 Introduction to Main Idea                      |
| 3.   | identifying the author’s purpose (e.g., to entertain, to inform, to explain, to persuade).  | 3. TE – Pg. 80 Text Structure and Purpose                         |
| 4.   | discussing similarities and differences in events and/or characters using evidence cited in three or more texts.  | 4. TE – Pg. 117 Text Connections                                  |
| 5.   | selecting, prioritizing, and organizing information to meet a specific purpose.   | 5. TE – Pg. 53 Text Connections                                   |
| 6.   | stating reasonable generalizations in reference to two or more pieces of text on a similar topic.   | 6. TE – Pg. 53 Text Connections                                   |
| 7.   | locating information to support opinions, predictions, and conclusions.   | 7. TE – Pg. 34 Rereading and Cooperative Learning                 |
| 8.   | identifying cause and effect relationships.   | 8. TE – Pgs. 87-102 Introduction to Cause and Effect              |
| 9.   | distinguishing between fact/opinion and reality/fiction.  | 9. TE – Pgs. 71-86 Introduction to Fact and Opinion               |
| 10.  | identifying and interpreting figurative language (e.g., idioms, similes, metaphors, hyperboles, personification, imagery).  | 10. TE – Pgs. 103-118 Introduction to Figurative Language         |
| 11.  | recognizing a common theme between two passages.  | 11. TE – Pg. 114 Rereading and Cooperative Learning               |
| 12.  | reflecting upon comprehension strategies utilized to make meaning from text.  | 12. TE – Pg. 102 Multiple Strategies                              |

**5.1.09**

**Develop appropriate informational skills and study skills to facilitate learning.**

- |   |  |
|---|--|
| a. Use and discern appropriate reference sources in various formats (e.g., interviews with family, community leaders and government leaders; encyclopedias, card/electronic catalogs, almanacs, newspapers, and periodicals). | a. TE – Pgs. 53 and 85 Text Connections  |
| b. Use media (e.g., photographs, videos, films, the arts, on-line catalogs, non-fiction books, encyclopedias, CD-ROM references, internet) to view, read, and represent information.  | b. TE – Pg. 37 Text Connections  |
| c. Use current technology as a research and communication tool for personal interest, research, and clarification.  | c. TE – Pg. 69 Text Connections  |
| d. Understand a variety of informational texts which include primary sources (e.g., autobiographical sketches, letters, and diaries, directions, and internet sites).   | d. TE – Pg. 86 Multiple Strategies   |
| e. Utilize the dictionary, glossary, thesaurus, and other word-referenced materials.  | e. TE – Pg. 101 Text Connections   |
| f. Skim materials to develop a general overview of content or to locate specific information.   | f. TE – Pg. 31 Graphic Organizer and Question Answering                          |
| g. Retrieve, organize, and represent information (e.g., charts, maps, graphs, forms, timelines, and outlines).  | g. TE – Pg. 91 Graphic Organizer and Question Answering                          |
| h. Develop notes that include important concepts, paraphrase, summaries, and identification of reference sources.   | h. TE – Pgs. 58-59 Cooperative Learning and Graphic Organizer/Question Answering |
| i. Develop an awareness of the effects of media (e.g., television, print materials, radio, internet, newspapers, periodicals) on daily life.  | i. TE – Pg. 37 Text Connections  |
| j. Identify the techniques of propaganda (i.e., bandwagon, loaded words, testimonials).   | j. TE – Pg. 80 Text Structure and Purpose; Pg. 107 Reread for Fluency            |
| k. Gather and record information on a research topic using three or more sources. NA  | k. NA  |

**5.1.10**

**Develop skills to facilitate reading to learn in a variety of content areas.**

- |   |   |
|---|---|
| a. Develop and maintain vocabulary specific to content and to current events.   | a. TE – Pg. 77 Vocabulary and Phrases and Sentences |
| b. Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, and tables of contents).                      | b. TE – Pg. 80 Text Features                        |
| c. Apply comprehension skills and strategies to informational text (e.g., pre-reading and active comprehension).                                      | c. TE – Pg. 97 During Reading                       |
| d. Use self correction strategies while reading (e.g., pausing, rereading, consulting other sources, asking for help).                                | d. TE – Pg. 107 Reread for Fluency                  |
| e. Determine and evaluate the reliability of sources on a given topic (e.g., editorials, newspapers, magazines, biographies, news reports and films). | e. TE – Pg. 85 Text Connections                     |

**5.1.11****Read independently for a variety of purposes.**

- |                                  |  |
|----------------------------------|--|
| a. Read for literary experience. | a. TE – Pg. 70 Comprehension Library                 |
| b. Read to gain information.     | b. TE – Pgs. 92-95 The Return of the Bald Eagle      |
| c. Read to perform a task.       | c. TE – Pg. 90 Cooperative Learning                  |
| d. Read for enjoyment.           | d. TE – Pg. 118 Comprehension Library                |
| e. Read to expand vocabulary.    | e. TE – Pg. 113 Vocabulary and Phrases and Sentences |
| f. Read to build fluency.        | f. TE – Pg. 115 After Reading: Reread for Fluency    |

**5.1.12****Experience various literary and media genres.**

- |   |  |
|---|--|
| a. Read and recognize various literary (e.g., poetry, novels, historical fiction, nonfiction) and media (e.g. photographs, the arts, film, video) genres. | a. Text Selections and Comprehension Library             |
| b. Predict and determine the sequence of events in a story including possible problems and solutions.   | b. TE – Pg. 112 Before Reading; Pg. 70 Tarella           |
| c. Identify the conflict of the plot.   | c. TE – Pg. 118 Comprehension Library                    |
| d. Interpret a character’s feelings and identify his motives.   | d. TE – Pgs. 88-91 Quan’s African Journal                |
| e. Trace changes in the main character and describe how this affects the plot. NA   | e. NA  |
| f. Make inferences about print and non-print text. NA   | f. NA  |
| g. Identify how culture, ethnic, and historical eras are represented in print and non-print texts.  | g. TE – Pg. 118 A Way With Words                         |
| h. Compare and contrast events and characters using evidence cited from print and non-print text(s).  | h. TE – Pgs. 48-51 Dear Diary                            |
| i. Compare and contrast different versions of the same stories/events that reflect different cultures and/or different perspectives. NA                   | i. NA  |
| j. Summarize selected passages.   | j. TE – Pg. 95 Summarizing                               |
| k. Retell a story from a different point of view. NA  | k. NA  |
| l. Understand the way in which figurative language is used to derive meaning from text (e.g., personification, simile, metaphor, imagery, hyperbole).     | l. TE – Pgs. 103-118 Introduction to Figurative Language |

**5.1.13****Develop and sustain a motivation for reading.**

Making Connections develops motivation to read independently and during leisure time by providing high interest text selections throughout the program.

- |  |  |
|--|--|
| a. Visit libraries/media centers and book fairs to explore books. NA   | a. NA  |
| b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text, genres, recommendation of others). NA | b. NA  |
| c. Read daily from self-selected materials. NA   | c. NA  |
| d. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic expressions).                                    | d. TE – Pg. 42 Rereading and Cooperative Learning                |
| e. Maintain a personal reading list or reading log/journal to reflect reading progress and accomplishments.  | e. TE – Pgs. 38, 54, 70, 86, 102, 118 Comprehension Library Text |
| f. Experience and develop an awareness of literature that reflects a diverse society.  | f. TE – Pg. 118 Comprehension Library                            |
| g. Choose to read as a leisure activity.   | g. TE – Pg. 118 After Reading                                    |

Correlation Key: TE-Teacher's Edition Book 6; NA – Not Applicable

This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Accomplishments for the state of Tennessee.

## Reading

### Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

#### 6.1.01

Continue to develop oral language and listening skills.

Oral language development is incorporated throughout the Making Connections program. As students complete each text lesson, they build academic vocabulary and develop higher order thinking skills and language. Students follow oral direction in each lesson through teacher directives.

Through each text of the Making Connections program, students are encouraged to listen attentively and use appropriate listening skills.

- |   |  |
|---|--|
| a. Model active listening in both formal and informal settings.   | a. TE – Pg. 106 Cooperative Learning; Pgs. 110-111 Cooperative Learning / Reread for Fluency |
| b. Know and use rules for conversations.  | b. TE – Pg. 90 Cooperative Learning  |
| c. Continue to formulate and respond to questions from teachers and classmates.   | c. TE – Pg. 96 Skill Focus   |
| d. Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.  | d. TE – Pg. 117 Reread for Fluency   |
| e. Participate in creative responses to text (e.g., dramatizations, speeches).  | e. TE – Pg. 30 Cooperative Learning  |
| f. Deliver an oral presentation or recitation that conveys a clear point, using information from any content area and utilizing visual aids for contextual support.             | f. TE – Pg. 82 Cooperative Learning  |
| g. Introduce the importance of using correct stress, pitch, and juncture in oral reading and presenting.  | g. TE – Pgs. 31, 107 Reread for Fluency  |
| h. Continue to interpret and use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact). | h. TE – Pg. 115 Reread for Fluency   |

#### 6.1.02

Develop an understanding of the concepts of print.

- |  |   |
|--|---|
| a. Continue to use parts of text effectively for learning (e.g., title page, preface, table of contents, glossary, appendix, index).   | a. TE – Pg.38 Before Reading              |
| b. Continue to demonstrate knowledge of the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars). | b. TE – Pg. 76 Text Structure and Purpose |
| c. Continue to recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).                 | c. TE – Pg. 68 Text Introduction          |

**6.1.03**  
**Expand reading skills through phonemic awareness.**

Making Connections is designed to be used in conjunction with an explicit, systematic approach to phonics.

- |  |  |
|--|--|
| a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds). NA | a. NA  |
| b. Identify patterns of rhyme and rhythm.  | b. TE – Pg. 100 Poem – Teaching opportunity for rhymes |
| c. Respond to and analyze the effects of sound in language (e.g., alliteration, onomatopoeia, rhythm, accent, rhyme).  | c. TE – Pg. 87 Introduction to Figurative Language     |

**6.1.04**  
**Use decoding strategies to read unfamiliar words.**

- |   |                            |
|---|----------------------------|
| a. Use knowledge of root words, prefixes, suffixes, and syllabication to decode unfamiliar words.   | a. TE – Pg. 109 Vocabulary |
| b. Use context clues to determine unknown words and to discriminate between multiple meaning words.   | b. TE – Pg. 113 Vocabulary |
| c. Decode unknown grade level words utilizing previously learned strategies to verify the word's meaning within the context of the selection. | c. TE – Pg. 89 Vocabulary  |

**6.1.05**  
**Read to develop fluency, expression, accuracy, and confidence.**

- |   |   |
|---|---|
| a. Demonstrate the ability to read fluently with expression, accuracy, and with poise from a variety of texts (e.g. paired reading, choral reading, read alongs, and readers' theater). | a. TE – Pg. 27 Reread for Fluency; Pg. 63 Reread for Fluency  |
| b. Participate in guided reading.   | b. TE – Pg. 33 First Reading  |
| c. Read using appropriate pronunciation, expression, and rate.  | c. TE – Pg. 31 Reread for Fluency   |
| d. Adjust speed based on the purpose for reading.   | d. TE – Pg. 43 Reread for Fluency   |
| e. Read independently on a daily basis.   | e. The Making Connections Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. |

**6.1.06**  
**Expand reading vocabulary.**

- |   |   |
|---|---|
| a. Build vocabulary by listening to literature, participating in class discussions, and reading self-selected and/or assigned texts.          | a. TE – Pg. 58 Rereading  |
| b. Build vocabulary by reading from a wide variety of print and non-print texts and literary genres.  | b. Students build vocabulary by reading a wide variety of text types found in the Making Connections program– Grade 6 (newspaper article, e-mails, poem, letter, fictional stories, fantasy, informational text). |
| c. Increase knowledge of roots, prefixes, and suffixes to infer word meanings.  | c. TE – Pg. 25 Vocabulary   |
| d. Determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.          | d. TE – Pg. 54 During Reading   |
| e. Replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.   | e. TE – Pg. 41 Vocabulary   |
| f. Continue to use appropriate synonyms, antonyms, homonyms, and multiple meaning words in reading, writing, and speaking.                    | f. TE – Pg. 41 Vocabulary / Phrases and Sentences; Pg. 63 ELL Support   |
| g. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share). | g. TE - Pg. 83 Graphic Organizers and Question Answering  |
| h. Explore mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetic) to acquire new vocabulary. NA                              | h. NA   |
| i. Continue to determine the correct meaning/usage of multiple meaning words.   | i. TE – Pg. 113 Vocabulary  |
| j. Use the correct word to complete an analogy. NA  | j. NA   |
| k. Recognize widely used foreign words (e.g., bon jour; hasta la vista).  | k. TE – Pg. 29 Vocabulary (“cosmonaut”); Pg. 57 Vocabulary (Greek/Latin roots)  |

**6.1.07**  
**Employ pre-reading strategies to facilitate**

- |  |  |
|--|--|
| a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to identify information/facts, to discover models of writing). | a. TE – Pg. 56 Text Structure and Purpose                |
| b. Utilize personal experiences to build background knowledge for reading.   | b. TE – Pg. 40 Background Knowledge                      |
| c. Use previously learned strategies to front load text (e.g., skimming and scanning).   | c. TE – Pg. 31 Graphic Organizers and Question Answering |
| d. Preview text, using supports (e.g., illustrations/ pictures, captions, graphs, diagrams, headings, subheadings, and footnotes).   | d. TE – Pg. 25 Text Features                             |
| e. Identify the importance and the significance of the reading selections to learning and life.  | e. TE – Pg. 72 Text Structure and Purpose                |
| f. Explore significant words to be encountered in the text.  | f. TE – Pg. 104 Skill Focus                              |
| g. Make predictions about text.  | g. TE - Pg. 86 Before Reading                            |
| h. Relate text to prior personal experiences or opinions as well as previously read print and non-print texts.   | h. TE – Pg. 92 Background Knowledge                      |

6.1.08

Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

a. Derive meaning while reading by		
1. continuing to formulate clarifying questions while reading.	1. TE – Pg. 44 Background Knowledge	
2. predicting outcomes, state reasonable generalizations, and draw conclusions from the reading selection based on prior knowledge and information.	2. TE – Pg. 118 Before Reading / During Reading	
3. using metacognitive and self-monitoring strategies while reading (e.g. pausing, rereading, recognizing miscues, consulting other sources, reading ahead, asking for help).	3. TE – Pg. 58 Rereading	
4. engaging in reading between the lines (i.e. stating implied information).	4. TE – Pg. 70 Before Reading / During Reading / After Reading	
5. continuing to create mental pictures from abstract information.	5. TE – Pg. 32 Background Knowledge	
6. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.	6. TE – Pg. 56 Background Knowledge	
7. continuing to make inferences.	7. TE – Pg. 70 Before Reading / During Reading /After Reading	
8. verifying or modifying prereading purpose as addition information is obtained.	8. TE – Pg. 76 Text Structure and Purpose / Text Features	
9. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).	9. TE – Pg. 34 Rereading	
b. Derive meaning after reading by		
1. indicating the sequence of events.	1. TE – Pg. 54 During Reading	
2. recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.	2. TE – Pgs. 23-38 Main Idea	
3. identifying the author’s purpose.	3. TE – Pg. 56 Text Structure and Purpose	
4. discussing similarities and differences in events and characters using evidence cited from the text or various texts.	4. TE – Pg. 110 Cooperative Learning	
5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses (i.e. grounding students in the text).	5. TE – Pg. 106 Cooperative Learning	
6. determining cause and effect relationships.	6. TE – Pgs. 71-86 Cause and Effect	
7. determining whether a given statement is a fact or an opinion.	7. TE – Pgs. 108, 110 Bias and Prejudice	
8. identifying and interpreting figurative language (idioms, similes, metaphors, hyperboles, personification, imagery, puns).	8. TE – Pgs. 87-102 Figurative Language	
9. demonstrating an understanding of stated and implied themes and recognizing that themes recur throughout literature. NA	9. NA	
10. reflecting upon comprehension strategies used to make meaning from texts.	10. TE – Pg. 28 Skill Focus	

(chart continued on next page)

- 11. making connections among various print (e.g. other stories) and non-print texts (e.g., movies, photographs, artwork). 11. TE – Pg. 32 Text Structure and Purpose
- 12. making connections among the various literary genres and themes with personal, historical, and cultural experiences. 12. TE – Pg. 102 Before Reading / During Reading

**6.1.09**  
**Refine study skills and develop methods of research to enhance learning.**

- a. Use and discern appropriate reference sources in various formats (e.g., encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet). a. TE – Pg. 117 Text Connections
- b. Recognize media (e.g., on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) as resources for viewing, reading, and representing information. b. TE – Pg. 54 Before Reading (Nonfiction book)
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool. NA c. NA
- d. Understand a variety of reference sources (biographical sketches, letters, diaries, encyclopedia, periodicals, procedural manuals). NA d. NA
- e. Distinguish between primary and secondary source documents. NA e. NA
- f. Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials to eliminate word problems. f. TE – Pg. 38 During Reading
- g. Use skimming and scanning skills. g. TE - Pg. 31 Graphic Organizers and Question Answering
- h. Retrieve, organize, and represent information to demonstrate effectively knowledge acquired. h. TE –Pg. 85 Text Connections
- i. Develop notes that include important concepts, summaries, and identification of reference sources. i. NA
- j. Identify various forms of media and consider their impact on daily life. j. TE – Pg. 48 Background Knowledge
- k. Demonstrate knowledge of propaganda techniques (i.e. bandwagon, loaded words, testimonials). k. TE – Pg. 103 Introduction to Bias and Prejudice
- l. Use a variety of materials to prepare a research paper that includes a title page and list of sources. NA l. NA

**6.1.10**

**Develop skills to facilitate reading in the content areas.**

- |   |   |
|---|---|
| a. Develop and maintain vocabulary specific to content areas and to current events.   | a. TE – Pg. 48 Vocabulary / Phrases and Sentences |
| b. Locate information using available text features (e.g., tables of content, maps, timelines, charts, graphics, indexes, glossaries, and footnotes). | b. TE – Pg. 28 Text Structure and Purpose         |
| c. Continue to apply comprehension skills and strategies to informational text in the content areas.  | c. TE – Pg. 64 Skill Focus                        |
| d. Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, asking for help).                          | d. TE – Pg. 25 Phrases and Sentences              |
| e. Interact with the text (e.g., mark the text, use post-it notes, ask questions and make comments within the text).                                  | e. TE – Pg. 58 Rereading                          |
| f. Analyze the reliability of sources by examining the authors' backgrounds. NA   | f. NA   |

**6.1.11**

**Read independently for a variety of purposes.**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a. Read for literary experience. | a. TE – Pg. 70 During Reading      |
| b. Read to gain information.     | b. TE – Pg. 38 During Reading      |
| c. Read to perform a task.       | c. TE – Pg. 117 Text Connections   |
| d. Read for enjoyment.           | d. TE – Pg. 118 During Reading     |
| e. Read to expand vocabulary.    | e. TE – Pg. 84 Multiple Strategies |
| f. Read to build fluency.        | f. TE – Pg. 111 Reread for Fluency |

**6.1.12**

**Experience and explore the elements of various literary and media genres.**

- |    |  |  |
|----|--|--|
| a. | Read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g. music, films, videos, documentaries, the arts, photographs) genres. NA | a. NA  |
| b. | Recognize the elements of each literary and media genre. NA  | b. NA  |
| c. | Identify the theme and determine if theme is stated or implied. NA   | c. NA  |
| d. | Recognize that certain themes recur and be familiar with commonly recurring themes. NA   | d. NA  |
| e. | Identify the plot element of exposition (i.e. introduction of characters, setting, and conflict) in print and non-print text.  | e. TE – Pg. 92 Text Structures and Purpose                   |
| f. | Explore the author’s development of characters/ characterization (e.g., through words, speeches, actions, thoughts, narrator’s comments, interactions with other characters, motivations).   | f. TE – Pg. 108 Background Knowledge: Pg. 110 Summarizing    |
| g. | Identify the characteristics of stereotypical and realistic characters. NA   | g. NA  |
| h. | Explore how an author creates mood to set a tone.  | h. TE –Pg. 32 Text Features                                  |
| i. | Compare and contrast the elements of plot between or among stories. NA   | i. NA  |
| j. | Determine the narrator’s/author’s point of view (i.e. first person or third person).   | j. TE – Pg. 95 Read for Fluency                              |
| k. | Summarize and paraphrase selected passages for discussion and/or written assignments or presentations.   | k. TE – Pg. 35 Summarizing                                   |
| l. | Demonstrate knowledge of similes, metaphors, personification, imagery, and symbolism.  | l. TE – Pgs. 90-91 Cooperative Learning / Graphic Organizers |
| m. | Explore deductive reasoning to facilitate and to extend understanding of texts.  | m. TE – Pg. 108 Background Knowledge: Pg. 110 Summarizing    |
| n. | Explore the concepts of foreshadowing and flashback. NA  | n. NA  |

**6.1.13**

**Develop and sustain a motivation for reading.**

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| a. | Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books. NA  | a. NA   |
| b. | Use personal criteria to select reading material (personal interest, knowledge of authors, text difficulty, text genres, recommendation of others). NA | b. NA   |
| c. | Read daily from self-selected materials. NA  | c. NA   |
| d. | Relate literary experiences (book discussions, literary circles, writing, oral presentations, artistic expressions).                                   | d. TE – Pg. 42 Cooperative Learning   |
| e. | Experience and develop an awareness of literature that reflects a diverse society.   | e. TE – Pg. 102 Before Reading / During Reading / After Reading   |
| f. | Maintain a personal reading list/or reading log/ journal to reflect reading gains and accomplishments.   | f. TE – pgs. 38, 54, 70, 86, 102, 118 – Before Reading  |
| g. | Engage in reading as a leisure time activity.  | g. Making Connections develops motivation to read independently by providing high interest text selections throughout the program |