



# MCI Comprehension



Correlated to the:

## **Texas**

State English Language Arts and  
Reading Expectations  
6–8

PRODUCTS BY



***Making Connections Intervention – Aqua Level***  
**Correlated to the**  
**Texas State English Language Arts and Reading Expectations**

**Grade 6**

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<b>Strand: Reading Fluency</b>	
Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Vocabulary Development</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., <i>RSVP, que sera sera</i> ); and	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	TM: Opportunities. p. 15. Text Connections. p. 23 Library, (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Literary Text/Theme and Genre</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) compare and contrast the historical and cultural settings of two literary works.	TM: Unit 2, Compare and Contrast, p. 46.
<b>Comprehension of Literary Text/Poetry</b>	
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	TM: Unit 5, Figurative Language, p. 112.
<b>Comprehension of Literary Text/Drama</b>	
Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line.	N/A
<b>Comprehension of Literary Text/Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
(C) describe different forms of point-of-view, including first- and third-person.	TM; Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Literary Text/Literary Nonfiction</b>	
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	TM: See Overview, p. 16, p. 17. Before Reading, p. 37
<b>Comprehension of Literary Text/Sensory Language</b>	
Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	TM: Unit 5, Figurative Language, p. 112.
<b>Comprehension of Informational Text/Culture and History.</b>	
Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	TM: Opportunities in some lessons. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. Unit 2, Compare and Contrast, p. 46.
<b>Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	TM: Opportunities in some lessons. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. See Library, p. 22. Unit 1, Main Idea and Details, p. 24.
(B) explain whether facts included in an argument are used for or against an issue;	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author’s viewpoint; and	TM: Unit 1, Main Idea and Details, p. 24.
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TM: In lessons. See Overview, p. 16, p. 19, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Informational Text/Persuasive Text.</b>	
Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	N/A
(B) identify simply faulty reasoning used in persuasive texts.	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
<b>Comprehension of Informational Text/Procedural Texts.</b>	
Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A) follow multi-dimensional instructions to complete a task, solve a problem, or perform procedures; and	N/A
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	TM: Opportunities on p. 6, p. 7, p. 8, p. 17, p. 47.
<b>Media Literacy</b>	
Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A) explain messages conveyed in various forms of media;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) recognize how various techniques influence viewers' emotions;	N/A
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
(D) analyze various digital media venues for levels of formality and informality.	N/A
<b>Strand: Writing</b>	
<b>Writing Process</b>	
Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(D) edit drafts for grammar, mechanics, and spelling; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write imaginative stories that include:  (i) a clearly defined focus, plot, and point of view;  (ii) a specific, believable setting created through the use of sensory details; and  (iii) dialogue that develops the story; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(B) write poems using:  (i) poetic techniques (e.g., alliteration, onomatopoeia);  (ii) figurative language (e.g., similes, metaphors); and  (iii) graphic elements (e.g., capital letters, line length).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Writing</b>	
Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p><b>Expository and Procedural Texts.</b></p> <p>Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p>	
<p>A) create multi-paragraph essays to convey information about a topic that:</p> <p>(i) present effective introductions and concluding paragraphs;</p> <p>(ii) guide and inform the reader’s understanding of key ideas and evidence;</p> <p>(iii) include specific facts, details, and examples in an appropriately organized s</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	<p>TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.</p>
<p><b>Persuasive Texts</b></p>	
<p>Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p>TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><b>Strand: Oral and Written Conventions</b>  <b>Conventions</b></p> <p>Students understand the function of and use the conventions of academic language when speaking and writing.  Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (irregular verbs and active and passive voice);</p> <p>(ii) non-count nouns (e.g., rice, paper);</p> <p>(iii) predicate adjectives (She is <i>intelligent</i>.) and their comparative and superlative forms (e.g., many, more, most);</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</p> <p>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</p> <p>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</p> <p>(vii) subordinating conjunctions (e.g., while, because, although, if); and</p> <p>(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) differentiate between the active and passive voice and know how to use them both; and</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Handwriting, Capitalization, and Punctuation.</b></p> <p>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	
<p>(A) use capitalization for:</p> <p>(i) abbreviations;</p> <p>(ii) initials and acronyms; and</p> <p>(iii) organizations;</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<p>(B) recognize and use punctuation marks including:</p> <p>(i) commas in compound sentences;</p> <p>(ii) proper punctuation and spacing for quotations; and</p> <p>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</p> <p>(C) use proper mechanics including italics and underlining for titles of books.</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Spelling</b>            Students spell correctly. Students are expected to:</p>	
<p>(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p> <p>(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p> <p>(C) know how to use the spell-check function in word processing while understanding its limitations.</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Strand: Research</b>  <b>Research Plan</b>            Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p>	
<p>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) generate a research plan for gathering relevant information about the major research question.</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Gathering Sources</b>            Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.            Students are expected to:</p>	
<p>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) differentiate between primary and secondary sources;</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Synthesizing Information</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	N/A
(B) evaluate the relevance and reliability of sources for the research.	N/A
<b>Organizing and Presenting Ideas</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) compiles important information from multiple sources;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(C) presents the findings in a consistent format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strand: Listening and Speaking</b> <b>Listening</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
(B) follow and give oral instructions that include multiple action steps; and	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Speaking</b>	
Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Teamwork</b>	
Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	N/A

***Making Connections Intervention – Gold Level***  
**Correlated to the**  
**Texas State English Language Arts and Reading Expectations**

**Grade 7**

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<b>Strand: Reading Fluency</b>	
Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Vocabulary Development</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(C) complete analogies that describe part to whole or whole to part;	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(D) identify the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (e.g., <i>habeus corpus</i> , <i>e pluribus unum</i> , <i>bona fide</i> , <i>nemesis</i> ); and	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	TM: Opportunities. p. 15. Text Connections. p. 23 Library, (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Comprehension of Literary Text/Theme and Genre</b>	
(A) describe multiple themes in a work of fiction;	TM: Opportunities. p. 22. Library. p. 15. Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
(B) describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and	N/A
(C) analyze how place and time influence the theme or message of a literary work.	TM: Opportunities in some lesson. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136.
<b>Comprehension of Literary Text/Poetry</b>	
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.	TM: Unit 5, Figurative Language, p. 112.
<b>Comprehension of Literary Text/Drama</b>	
Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain a playwright's use of dialogue and stage directions.	N/A
<b>Comprehension of Literary Text/Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) explain the influence of the setting on plot development;	TM: Opportunities in some lesson. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.
(B) analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and	TM: Opportunities in some lesson. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.
(C) analyze different forms of point of view, including first-person, third-person omniscient, and third-person limited.	TM: Opportunities in some lesson. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library, p. 22.
<b>Comprehension of Literary Text/Literary Nonfiction</b>	
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.	TM: See Overview, p. 16, p. 17. Before Reading.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Literary Text/Sensory Language</b>	
Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to determine the figurative meaning of phrases and analyze how an author’s use of language creates imagery, appeals to the senses, and suggests mood.	TM: Unit 5, Figurative Language, p. 112.
<b>Comprehension of Informational Text/Culture and History.</b>	
Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the difference between the theme of a literary work and the author’s purpose in an expository text.	TM: Opportunities in some lessons. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140.
<b>Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;	TM: Main Idea and Details, p. 24.
(B) distinguish factual claims from commonplace assertions and opinions;	N/A
(C) use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and	TM: In lessons. See Overview, p. 16, p. 19. After Reading.
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.	TM: In lessons. See Overview, p. 16, p. 19, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A) analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
(B) identify such rhetorical fallacies as ad hominem, exaggeration, stereotyping, or categorical claims in persuasive texts.	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p align="center"><b>Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and	N/A
(B) explain the function of the graphical components of a text.	TM: Opportunities on p. 8, p. 24, p. 25, p. 26, p. 101.
<p align="center"><b>Media Literacy</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	
(A) interpret both explicit and implicit messages in various forms of media;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	N/A
(C) evaluate various ways media influences and informs audiences; and	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
(D) assess the correct level of formality and tone for successful participation in various digital media.	N/A
<p align="center"><b>Strand: Writing</b> <b>Writing Process</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
(D) edit drafts for grammar, mechanics, and spelling; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	
(A) write an imaginative story that:  (i) sustains reader interest;  (ii) includes well-paced action and an engaging story line;  (iii) creates a specific, believable setting through the use of sensory details;  (iv) develops interesting characters; and  (v) uses a range of literary strategies and devices to enhance the style and tone; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(B) write a poem using:  (i) poetic techniques (e.g., rhyme scheme, meter);  (ii) figurative language (e.g., personification, idioms, hyperbole); and  (iii) graphic elements (e.g., word position).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Writing</b>	
Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><b>Expository and Procedural Texts.</b>            Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.            Students are expected to:</p>	
<p>(A) write a multi-paragraph essay to convey information about a topic that:</p> <ul style="list-style-type: none"> <li>(i) presents effective introductions and concluding paragraphs;</li> <li>(ii) contains a clearly stated purpose or controlling idea;</li> <li>(iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;</li> <li>(iv) accurately synthesizes ideas from several sources; and</li> <li>(v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;</li> </ul>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(C) write responses to literary or expository texts that demonstrate the writing skills for multi-paragraph essays and provide sustained evidence from the text using quotations when appropriate; and</p>	<p>TM: All lessons. See Overview, p. 16, p. 19. After Reading.            TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	<p>TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Persuasive Texts</b>            Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.            Students are expected to write a persuasive essay to the appropriate audience that:</p>	
<ul style="list-style-type: none"> <li>(A) establishes a clear thesis or position;</li> <li>(B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and</li> <li>(C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.</li> </ul>	<p>For A – C, TM: Opportunities. p. 15. Text Connections.            SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><b>Strand: Oral and Written Conventions</b>  <b>Conventions</b></p> <p>Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (perfect and progressive tenses) and participles;</p> <p>(ii) appositive phrases;</p> <p>(iii) adverbial and adjectival phrases and clauses;</p> <p>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</p> <p>(v) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(vi) relative pronouns (e.g., whose, that, which);</p> <p>(vii) subordinating conjunctions (e.g., because, since); and</p> <p>(viii) transitions for sentence to sentence or paragraph to paragraph coherence;</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Handwriting, Capitalization, and Punctuation.</b></p> <p>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p>	
<p>(A) use conventions of capitalization; and</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) recognize and use punctuation marks including:</p> <p>(i) commas after introductory words, phrases, and clauses; and</p> <p>(ii) semicolons, colons, and hyphens.</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Spelling</b> Students spell correctly.	
Students are expected to spell correctly, including using various resources to determine and check correct spellings.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Research Research Plan</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Gathering Sources</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) categorize information thematically in order to see the larger constructs inherent in the information;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(D) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Synthesizing Information</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	N/A
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful than another.	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><b>Organizing and Presenting Ideas</b></p> <p>Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p>	
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) presents the findings in a meaningful format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p><b>Strand: Listening and Speaking</b></p> <p><b>Listening</b></p> <p>Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
(A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
(C) draw conclusions about the speaker’s message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p><b>Speaking</b></p>	
Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to present a critique of a literary work, film, or dramatic production, employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Teamwork</b>	
<p>Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.</p>	<p>N/A</p>

***Making Connections Intervention – Crimson Level***  
**Correlated to the**  
**Texas State English Language Arts and Reading Expectations**

**Grade 8**

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

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

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<b>Strand: Reading Fluency</b>	
Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	TM: In lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Vocabulary Development</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(B) use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words or words with novel meanings;	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
(C) complete analogies that describe a function or its description (e.g., pen:paper as chalk: _____ or soft:kitten as hard: _____);	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(D) identify common words or word parts from other languages that are used in written English (e.g., phenomenon, charisma, chorus, passé, flora, fauna); and	TM: Opportunities in lessons. See Overview, p. 16, p. 18. During Reading.
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	TM: Opportunities. p. 15. Text Connections. p. 23 Library, (During Reading) SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Literary Text/Theme and Genre</b> Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A) analyze literary works that share similar themes across cultures;	N/A
(B) compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and	N/A
(C) explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114 p. 118, p. 124, p. 147. See Library p. 22.
<b>Comprehension of Literary Text/Poetry</b>	
Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).	N/A
<b>Comprehension of Literary Text/Drama</b>	
Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze how different playwrights characterize their protagonists and antagonists through the dialogue and staging of their plays.	N/A
<b>Comprehension of Literary Text/Fiction</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A) analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114 p. 118, p. 124, p. 147. See Library p. 22.
(B) analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114 p. 118, p. 124, p. 147. See Library p. 22.
(C) analyze different forms of point of view, including limited versus omniscient, subjective versus objective.	TM: Opportunities in some lessons. p. 26, p. 49, p. 52, p. 70, p. 74, p. 92, p. 96, p. 114 p. 118, p. 124, p. 147. See Library p. 22.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Comprehension of Literary Text/Literary Nonfiction</b>	
Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze passages in well-known speeches for the author’s use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.	TM: See Overview, p. 16, p. 17. Before Reading.
<b>Comprehension of Literary Text/Sensory Language</b>	
Students understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the effect of similes and extended metaphors in literary text.	TM: Unit 4, Literary Devices, p. 90.
<b>Comprehension of Informational Text/Culture and History.</b>	
Students analyze, make inferences and draw conclusions about the author’s purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze works written on the same topic and compare how the authors achieved similar or different purposes.	TM: Opportunities in some lessons. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A) summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;	TM: Opportunities in some lessons. See Overview, p. 16, p. 19. After Reading. p. 31, p. 36, p. 58, p. 80, p. 103, p. 136, p. 141.
(B) distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;	N/A
(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and	TM: Unit 3, Making Inferences, p. 68.
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres and support those findings with textual evidence.	TM: Unit 6, Synthesizing Information, p. 134.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p align="center"><b>Comprehension of Informational Text/Persuasive Text.</b>            Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.            Students are expected to:</p>	
(A) compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<p align="center"><b>Comprehension of Informational Text/Procedural Texts.</b>            Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p>	
(A) analyze text for missing or extraneous information in multi-step directions or legends for diagrams; and	N/A
(B) evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.	TM: Opportunities on p. 79, p. 97, p. 101, p. 103.
<p align="center"><b>Media Literacy</b>            Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.            Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p>	
(A) evaluate the role of media in focusing attention on events and informing opinion on issues;	N/A
(B) interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;	N/A
(C) evaluate various techniques used to create a point of view in media and the impact on audience; and	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
(D) assess the correct level of formality and tone for successful participation in various digital media.	N/A
<p align="center"><b>Strand: Writing</b>  <b>Writing Process</b>            Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(D) edit drafts for grammar, mechanics, and spelling; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p><b>Literary Texts.</b></p> <p>Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p>	
<p>(A) write an imaginative story that:</p> <ul style="list-style-type: none"> <li>(i) sustains reader interest;</li> <li>(ii) includes well-paced action and an engaging story line;</li> <li>(iii) creates a specific, believable setting through the use of sensory details;</li> <li>(iv) develops interesting characters; and</li> <li>(v) uses a range of literary strategies and devices to enhance the style and tone; and</li> </ul>	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<p>(B) write a poem using:</p> <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., rhyme scheme, meter);</li> <li>(ii) figurative language (e.g., personification, idioms, hyperbole); and</li> <li>(iii) graphic elements (e.g., word position).</li> </ul>	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Writing</b>	
Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and includes reflections on decisions, actions, and/or consequences.	N/A
<b>Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A) write a multi-paragraph essay to convey information about a topic that:  (i) presents effective introductions and concluding paragraphs;  (ii) contains a clearly stated purpose or controlling idea;  (iii) is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;  (iv) accurately synthesizes ideas from several sources; and  (v) uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) write responses to literary or expository texts that demonstrate the use of writing skills for a multi-paragraph essay and provide sustained evidence from the text using quotations when appropriate; and	TM: All lessons. See Overview, p. 16, p. 19. After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(D) produce a multimedia presentation involving text, graphics, images, and sound using available technology.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Persuasive Texts</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:	
(A) establishes a clear thesis or position;  (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and  (C) includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.	For A – C, TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<p><b>Strand: Oral and Written Conventions</b>  <b>Conventions</b></p> <p>Students understand the function of and use the conventions of academic language when speaking and writing.  Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <p>(i) verbs (perfect and progressive tenses) and participles;</p> <p>(ii) appositive phrases;</p> <p>(iii) adverbial and adjectival phrases and clauses;</p> <p>(iv) relative pronouns (e.g., whose, that, which); and</p> <p>(v) subordinating conjunctions (e.g., because, since);</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) write complex sentences and differentiate between main versus subordinate clauses; and</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p><b>Handwriting</b></p> <p>Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p>	
<p>(A) use conventions of capitalization; and</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>
<p>(B) use correct punctuation marks, including:</p> <p>(i) commas after introductory structures and dependent adverbial clauses, and correct punctuation of complex sentences; and</p> <p>(ii) semicolons, colons, hyphens, parentheses, brackets, and ellipses.</p>	<p>TM: Opportunities. p. 15. Text Connections.  SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.</p>

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Spelling</b> Students spell correctly.	
Students are expected to spell correctly, including using various resources to determine and check correct spellings.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Research Research Plan</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A) brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) apply steps for obtaining and evaluating information from a wide variety of sources and create a written plan after preliminary research in reference works and additional text searches.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Gathering Sources</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A) follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) categorize information thematically in order to see the larger constructs inherent in the information;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) record bibliographic information (e.g., author, title, page number) for all notes and sources according to a standard format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(D) differentiate between paraphrasing and plagiarism and identify the importance of using valid and reliable sources.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Synthesizing Information</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A) narrow or broaden the major research question, if necessary, based on further research and investigation; and	TM: Unit 6, Synthesizing Information, p. 134.
(B) utilize elements that demonstrate the reliability and validity of the sources used (e.g., publication date, coverage, language, point of view) and explain why one source is more useful and relevant than another.	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
<b>Organizing and Presenting Ideas</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:	
(A) draws conclusions and summarizes or paraphrases the findings in a systematic way;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) marshals evidence to explain the topic and gives relevant reasons for conclusions;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(C) presents the findings in a meaningful format; and	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(D) follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strand: Listening and Speaking</b> <b>Listening</b> Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A) listen to and interpret a speaker’s purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker’s claims;	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and	TM: Opportunities in lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading.
(C) summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Speaking</b>	
Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advocate a position using anecdotes, analogies, and/ or illustrations, and use eye contact, speaking rate, volume, enunciation, a variety of natural gestures, and conventions of language to communicate ideas effectively.	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<b>Teamwork</b>	
Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.	N/A