

# MCI Comprehension



Correlated to the:

**Wisconsin**

State English Language Arts Expectations  
6–8

PRODUCTS BY



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

**Grade 6 (Grades 5 – 8)**

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

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

<b>STANDARDS/EXPECTATIONS</b>	<b><i>Making Connections Intervention</i> Component</b>
<b>Strand: Reading (Standard A)</b>	
<b>Standard A.8.1 Use effective reading strategies to achieve their purposes in reading.</b>	
Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 3, Cause and Effect, p. 68.
Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes	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.
<b>Standard A.8.2 Read, interpret, and critically analyze literature.</b>	
Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature	TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Unit 6, Recognizing Viewpoint: Bias, p. 134.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work	TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22.
Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Standard A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>	
Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify common historical, social, and cultural themes and issues in literary works and selected passages	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Evaluate the themes and main ideas of a work considering its audience and purpose	TM: Main Idea and Details, p. 24.
<b>Standard A.8.4 Read to acquire information.</b>	
Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals	TM: Opportunities on p. 6, p. 7, p. 8, p. 17, p. 47.
Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources	TM: Unit 2, Compare and Contrast, p. 46.
Identify and explain information, main ideas, and organization found in a variety of informational passages	TM: Opportunities in some lessons.. p. 26, p. 37, p. 59, p. 71, p. 75, p. 96, p. 102. Unit 1, Main Idea and Details, p. 24.
Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them	TM: Opportunities in lessons. See Overview, p. 16., p. 18, p. 19. During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Strand: Writing (Standard B)</b> <b>Standard: B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use a variety of writing technologies including pen and paper as well as computers	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strategy B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>	
Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify questions and strategies for improving drafts in writing conferences with a teacher	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strategy B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b>	
Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Use correct tenses to indicate the relative order of events	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Punctuate compound, complex, and compound-complex sentences correctly	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Employ the conventions of capitalization	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strand: Oral Language (Standard C)</b> <b>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
Share brief impromptu remarks about topics of interest to oneself and others	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Perform expressive oral readings of prose, poetry, and drama	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Prepare and conduct interviews	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Observe the appropriate etiquette when expressing thanks and receiving praise	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>C.8.2 Listen to and comprehend oral communications.</b>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Recall significant details and sequence accurately	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Follow a speaker’s argument and represent it in notes	N/A
Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language	N/A
<b>C.8.3 Participate effectively in discussion.</b>	
Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Explain and advance opinions by citing evidence and referring to sources	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Evaluate the stated ideas and opinions of others, seeking clarification through questions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Accept and use helpful criticism	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Establish and maintain an open mind when listening to others' ideas and opinions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	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
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Attend to the content of discussion rather than the speaker	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Participate in discussion without dominating	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Distinguish between supported and unsupported statements	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>Strand: Language (Standard D)</b> <b>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	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
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	TM: Unit 5, Figurative Language, p. 112.
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</b>	
Describe how American English is used in various public and private contexts, such as school, home, and work	N/A
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<b>Strand: Media and Technology (Standard E)</b> <b>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</b>	
Demonstrate efficient word-processing skills	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Construct and use simple databases	N/A
Use manuals and on-screen help in connection with computer applications	N/A
Perform basic computer operations on various platforms	N/A
Collect information from various on-line sources, such as web pages, news groups, and listservs	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<b>E.8.2 Make informed judgments about media and products.</b>	
Recognize common structural features found in print and broadcast advertising	TM: In lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Identify and explain the use of stereotypes and biases evident in various media	TM: Unit 6, Recognizing Viewpoint: Bias, p. 134.
Compare the effect of particular symbols and images seen in various media	N/A
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	N/A
<b>E.8.3 Create media products appropriate to audience and purpose.</b>	
Write informational articles that target audiences of a variety of publications	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>
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	N/A
Create video and audiotapes designed for particular audiences	N/A
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>	
Plan a promotion or campaign that involves broadcast and print media production and distribution	N/A
Analyze how messages may be affected by financial factors such as sponsorship	N/A
Identify advertising strategies and techniques aimed at teenagers	N/A
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>	
Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Develop criteria for comprehensive feedback on the quality of media work and use it during production	N/A
<b>Strand: Research and Inquiry (Standard F)</b>	
<b>F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
Formulate research questions and focus investigation on relevant and accessible sources of information	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation	N/A
Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Review and evaluate the usefulness of information gathered in an investigation	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

<b>STANDARDS/EXPECTATIONS</b>	<b><i>Making Connections Intervention Component</i></b>
Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections

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

**Grade 7 (Grades 5 – 8)**

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

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STANDARDS/EXPECTATIONS	<i>Making Connections Intervention</i> Component
<b>Strand: Reading (Standard A)</b>	
<b>Standard A.8.1 Use effective reading strategies to achieve their purposes in reading.</b>	
Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 3, Cause and Effect, p. 68.
Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes	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.
<b>Standard A.8.2 Read, interpret, and critically analyze literature.</b>	
Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature	TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work	TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 30, p. 71, p. 80, p. 92, p. 96, p. 118, p. 124, p. 136. See Library list, p. 22.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Standard A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>	
Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
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Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Evaluate the themes and main ideas of a work considering its audience and purpose	TM: Main Idea and Details, p. 24.
<b>Standard A.8.4 Read to acquire information.</b>	
Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals	TM: Opportunities on p. 8, p. 24, p. 25, p. 26, p. 101.
Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources	TM: Unit 2, Compare and Contrast, p. 46.
Identify and explain information, main ideas, and organization found in a variety of informational passages	TM: Opportunities in some lessons. p. 26, p. 36, p. 48, p. 58, p. 74, p. 102, p. 140. Unit 1, Main Idea and Details, p. 24.
Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them	TM: Opportunities in lessons. See Overview, p. 16., p. 18, p. 19. During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
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Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas	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>
Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Use a variety of writing technologies including pen and paper as well as computers	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strategy B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>	
Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Identify questions and strategies for improving drafts in writing conferences with a teacher	N/A
Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strategy B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b>	
Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives	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>
Use correct tenses to indicate the relative order of events	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Punctuate compound, complex, and compound-complex sentences correctly	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Employ the conventions of capitalization	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strand: Oral Language (Standard C)</b> <b>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
Share brief impromptu remarks about topics of interest to oneself and others	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Perform expressive oral readings of prose, poetry, and drama	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Prepare and conduct interviews	N/A
Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Observe the appropriate etiquette when expressing thanks and receiving praise	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>C.8.2 Listen to and comprehend oral communications.</b>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Recall significant details and sequence accurately	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Follow a speaker’s argument and represent it in notes	N/A
Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language	N/A
<b>C.8.3 Participate effectively in discussion.</b>	
Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Explain and advance opinions by citing evidence and referring to sources	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Evaluate the stated ideas and opinions of others, seeking clarification through questions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Accept and use helpful criticism	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Establish and maintain an open mind when listening to others’ ideas and opinions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	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
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Attend to the content of discussion rather than the speaker	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Participate in discussion without dominating	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Distinguish between supported and unsupported statements	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<b>Strand: Language (Standard D)</b> <b>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	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
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	TM: Unit 5, Figurative Language, p. 112.
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
<b>D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</b>	
Describe how American English is used in various public and private contexts, such as school, home, and work	N/A
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	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>
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>Strand: Media and Technology (Standard E)</b> <b>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</b>	
Demonstrate efficient word-processing skills	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Construct and use simple databases	N/A
Use manuals and on-screen help in connection with computer applications	N/A
Perform basic computer operations on various platforms	N/A
Collect information from various on-line sources, such as web pages, news groups, and listservs	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>E.8.2 Make informed judgments about media and products.</b>	
Recognize common structural features found in print and broadcast advertising	TM: In lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Identify and explain the use of stereotypes and biases evident in various media	TM: Unit 6, Recognizing Viewpoint: Persuasion, p. 134.
Compare the effect of particular symbols and images seen in various media	N/A
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	N/A
<b>E.8.3 Create media products appropriate to audience and purpose.</b>	
Write informational articles that target audiences of a variety of publications	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	N/A
Create video and audiotapes designed for particular audiences	N/A
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>	
Plan a promotion or campaign that involves broadcast and print media production and distribution	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Analyze how messages may be affected by financial factors such as sponsorship	N/A
Identify advertising strategies and techniques aimed at teenagers	N/A
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>	
Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Develop criteria for comprehensive feedback on the quality of media work and use it during production	N/A
<b>Strand: Research and Inquiry (Standard F)</b>	
<b>F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
Formulate research questions and focus investigation on relevant and accessible sources of information	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation	N/A
Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Review and evaluate the usefulness of information gathered in an investigation	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

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

**Grade 8 (Grades 5 – 8)**

The following references are examples from the Teacher’s Manual and appropriate components in the *Making Connections* program that align to the Wisconsin State English Language Arts 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 Component</i>
<b>Strand: Reading (Standard A)</b>	
<b>Standard A.8.1 Use effective reading strategies to achieve their purposes in reading.</b>	
Use knowledge of sentence and word structure, word origins, visual images, and context clues to understand unfamiliar words and clarify passages of text	TM: All lessons. See Overview, p. 16, p. 18. During Reading.
Use knowledge of the visual features of texts, such as headings and bold face print, and structures of texts, such as chronology and cause-and-effect, as aids to comprehension	TM: All lessons. See Overview, p. 16, p. 17. Before Reading. Unit 2, Cause and Effect, p. 46.
Establish purposeful reading and writing habits by using texts to find information, gain understanding of diverse viewpoints, make decisions, and enjoy the experience of reading	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Select, summarize, paraphrase, analyze, and evaluate, orally and in writing, passages of texts chosen for specific purposes	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.
<b>Standard A.8.2 Read, interpret, and critically analyze literature.</b>	
Identify the defining features and structure of literary texts, such as conflict, representation of character, and point of view	TM: All lessons. See Overview, p. 16, p. 17. Before Reading.
Analyze the effect of characters, plot, setting, language, topic, style, purpose, and point of view on the overall impact of literature	TM: Opportunities in some lessons. p. 48, p. 52, p. 80, p. 124, p. 140 See Library list, p. 22. Unit 5, Recognizing Viewpoint: Author’s Perspective, p. 112.

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Draw on a broad base of knowledge about the genres of literature, such as the structure and conventions of essays, epics, fables, myths, plays, poems, short stories, and novels, when interpreting the meaning of a literary work	TM: Opportunities in some lessons. See Overview, p. 16, p. 17. Before Reading. p. 26, p. 49, p. 52, p. 70, p. 92, p. 96, p. 114, p. 118, p. 124, p. 147. See Library list, p. 22.
Develop criteria to evaluate literary merit and explain critical opinions about a text, either informally in conversation or formally in a well-organized speech or essay	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Standard A.8.3 Read and discuss literary and nonliterary texts in order to understand human experience.</b>	
Provide interpretive responses, orally and in writing, to literary and nonliterary texts representing the diversity of American cultural heritage and cultures of the world	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify common historical, social, and cultural themes and issues in literary works and selected passages	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Draw on a broad base of knowledge about the themes, ideas, and insights found in classical literature while reading, interpreting, and reflecting on contemporary texts	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Evaluate the themes and main ideas of a work considering its audience and purpose	TM: In lessons. See Overview, p. 16, p. 19. After Reading.
<b>Standard A.8.4 Read to acquire information.</b>	
Interpret and use technical resources such as charts, tables, travel schedules, timelines, and manuals	TM: Opportunities on p. 79, p. 97, p. 101, p. 103.
Compare, contrast, and evaluate the relative accuracy and usefulness of information from different sources	TM: Unit 1, Compare and Contrast, p. 24..
Identify and explain information, main ideas, and organization found in a variety of informational passages	TM: Opportunities in some lessons. p.31, p. 36 p. 58, p. 80, p. 103, p. 136, p. 141.
Distinguish between the facts found in documents, narratives, charts, maps, tables and other sources and the generalizations and interpretations that are drawn from them	TM: Opportunities in lessons. See Overview, p. 16., p. 18, p. 19. During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>Strand: Writing (Standard B)</b> <b>Standard: B.8.1 Create or produce writing to communicate with different audiences for a variety of purposes.</b>	
Write a coherent and complete expository piece, with sufficient detail to fulfill its purpose, sufficient evidence to support its assertions, language appropriate for its intended audience, and organization achieved through clear coordination and subordination of ideas	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write a persuasive piece (such as a letter to a specific person or a script promoting a particular product) that includes a clear position, a discernible tone, and a coherent argument with reliable evidence	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write a narrative based on experience that uses descriptive language and detail effectively, presents a sequence of events, and reveals a theme	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write clear and pertinent responses to verbal or visual material that communicate, explain, and interpret the reading or viewing experience to a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write creative fiction that includes major and minor characters, a coherent plot, effective imagery, descriptive language, and concrete detail	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write in a variety of situations (during an exam, in a computer lab) and adapt strategies, such as revision, technology, and the use of reference materials, to the situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Use a variety of writing technologies including pen and paper as well as computers	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Write for a variety of readers, including peers, teachers, and other adults, adapting content, style, and structure to audience and situation	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
<b>Strategy B.8.2 Plan, revise, edit, and publish clear and effective writing.</b>	
Produce multiple drafts, including finished pieces, that demonstrate the capacity to generate, focus, and organize ideas and to revise the language, organization, content, and tone of successive drafts in order to fulfill a specific purpose for communicating with a specific audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections.
Identify questions and strategies for improving drafts in writing conferences with a teacher	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Given a writing assignment to be completed in a limited amount of time, produce a well developed, well organized, and effective response in correct English and an appropriate voice	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strategy B.8.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in communications.</b>	
Understand the function of words, phrases, and clauses in a sentence and use them effectively, including coordinate and subordinate conjunctions, relative pronouns, and comparative adjectives	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Use correct tenses to indicate the relative order of events	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Understand and employ principles of agreement, including subject-verb, pronoun-noun, and preposition-pronoun	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Punctuate compound, complex, and compound-complex sentences correctly	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Employ the conventions of capitalization	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Spell frequently used words correctly and use effective strategies for spelling unfamiliar words	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>Strand: Oral Language (Standard C)</b> <b>C.8.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</b>	
Share brief impromptu remarks about topics of interest to oneself and others	TM: Opportunities in lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Speaking from notes or an outline, relate an experience in descriptive detail, with a sense of timing and decorum appropriate to the occasion	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Perform expressive oral readings of prose, poetry, and drama	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Prepare and conduct interviews	N/A

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Present a coherent, comprehensive report on differing viewpoints on an issue, evaluating the content of the material presented, and organizing the presentation in a manner appropriate to the audience	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Differentiate between formal and informal contexts and employ an appropriate style of speaking, adjusting language, gestures, rate, and volume according to audience and purpose	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Observe the appropriate etiquette when expressing thanks and receiving praise	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
<b>C.8.2 Listen to and comprehend oral communications.</b>	
Summarize and explain the information conveyed in an oral communication, accounting for the key ideas, structure, and relationship of parts to the whole	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Distinguish among purposes for listening, such as gaining information or being entertained, and take notes as appropriate	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Recall significant details and sequence accurately	TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Follow a speaker’s argument and represent it in notes	N/A
Evaluate the reliability of information in a communication, using criteria based on prior knowledge of the speaker, the topic, and the context and on analysis of logic, evidence, propaganda devices, and language	N/A
<b>C.8.3 Participate effectively in discussion.</b>	
Participate in discussion by listening attentively, demonstrating respect for the opinions of others, and responding responsibly and courteously to the remarks of others	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections.
Explain and advance opinions by citing evidence and referring to sources	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Evaluate the stated ideas and opinions of others, seeking clarification through questions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections

STANDARDS/EXPECTATIONS	<i><b>Making Connections Intervention Component</b></i>
Invite ideas and opinions of others into the discussion, responding clearly and tactfully to questions and comments	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Accept and use helpful criticism	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Establish and maintain an open mind when listening to others' ideas and opinions	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Summarize the main points of a discussion, orally and in writing, specifying areas of agreement and disagreement and paraphrasing contributions	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
Display and maintain facial expressions, body language, and other response cues that indicate respect for the speaker and attention to the discussion	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Attend to the content of discussion rather than the speaker	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections.
Participate in discussion without dominating	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Distinguish between supported and unsupported statements	TM: In lessons. See Overview, p. 16, p. 17, p. 18, p. 19. Before Reading, During Reading, After Reading. TM: Opportunities p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>Strand: Language (Standard D)</b> <b>D.8.1 Develop their vocabulary and ability to use words, phrases, idioms, and various grammatical structures as a means of improving communication.</b>	
Consult dictionaries, thesauruses, handbooks, and grammar texts when choosing words, phrases, and expressions for use in oral and written presentations	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
Explain how writers and speakers choose words and use figurative language such as similes, metaphors, personification, hyperbole, and allusion to achieve specific effects	TM: Unit 4, Literary Devices, p. 90.

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
Choose words purposefully and evaluate the use of words in communications designed to inform, explain, and persuade	TM: In lessons. See Overview, p. 16, p. 18, p. 19. During Reading, After Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>D.8.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive in their use of English.</b>	
Describe how American English is used in various public and private contexts, such as school, home, and work	N/A
Make appropriate choices when speaking and writing, such as formal or informal language, considering the purpose and context of the communication	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Evaluate how audience and context affect the selection and use of words and phrases, including technical terms, slang, and jargon	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>Strand: Media and Technology (Standard E)</b> <b>E.8.1 Use computers to acquire, organize, analyze, and communicate information.</b>	
Demonstrate efficient word-processing skills	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Construct and use simple databases	N/A
Use manuals and on-screen help in connection with computer applications	N/A
Perform basic computer operations on various platforms	N/A
Collect information from various on-line sources, such as web pages, news groups, and listservs	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
<b>E.8.2 Make informed judgments about media and products.</b>	
Recognize common structural features found in print and broadcast advertising	TM: In lessons. See Overview, p. 16, p. 17. Before Reading. TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Identify and explain the use of stereotypes and biases evident in various media	TM: Unit 5, Recognizing Viewpoint: Author's Perspective, p. 112.
Compare the effect of particular symbols and images seen in various media	N/A
Develop criteria for selecting or avoiding specific broadcast programs and periodicals	N/A

STANDARDS/EXPECTATIONS	<i>Making Connections Intervention Component</i>
<b>E.8.3 Create media products appropriate to audience and purpose.</b>	
Write informational articles that target audiences of a variety of publications	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Use desktop publishing to produce products such as brochures and newsletters designed for particular organizations and audiences	N/A
Create video and audiotapes designed for particular audiences	N/A
<b>E.8.4 Demonstrate a working knowledge of media production and distribution.</b>	
Plan a promotion or campaign that involves broadcast and print media production and distribution	N/A
Analyze how messages may be affected by financial factors such as sponsorship	N/A
Identify advertising strategies and techniques aimed at teenagers	N/A
<b>E.8.5 Analyze and edit media work as appropriate to audience and purpose.</b>	
Revise media productions by adding, deleting, and adjusting the sequence and arrangement of information, images, or other content as necessary to improve focus, clarity, or effect	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Develop criteria for comprehensive feedback on the quality of media work and use it during production	N/A
<b>Strand: Research and Inquiry (Standard F)</b>	
<b>F.8.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.</b>	
Formulate research questions and focus investigation on relevant and accessible sources of information	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Use multiple sources to identify and locate information pertinent to research including encyclopedias, almanacs, dictionaries, library catalogs, indexes to periodicals, and various electronic search engines	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112,Text Connections
Conduct interviews, field studies, and experiments and use specialized resources (such as almanacs, fact books, pamphlets, and technical manuals) when appropriate to an investigation	N/A

<b>STANDARDS/EXPECTATIONS</b>	<b><i>Making Connections Intervention Component</i></b>
Compile, organize, and evaluate information, taking notes that record and summarize what has been learned and extending the investigation to other sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Review and evaluate the usefulness of information gathered in an investigation	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections
Produce an organized written and oral report that presents and reflects on findings, draws sound conclusions, adheres to the conventions for preparing a manuscript, and gives proper credit to sources	TM: Opportunities. p. 15. Text Connections. SB: p. 22, p. 40, p. 58, p. 76, p. 94, p. 112, Text Connections