EPS®

Literacy and Intervention

WEST VIRGINIA STATE STANDARDS

Making Connections®

Build Essential Literacy Skills

Grades 1–6

R T I
1 **2**

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Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

First Grade

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

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

Standard 1: Reading (RLA.S.1.1)
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Students will:
RLA.0.1.1.1 develop a rhythm and rhyme of words (e.g., nursery rhymes, songs, poems, tongue twisters).
- TE – Pg. 77 During Reading
- TE – Pg. 79 After Reading

RLA.0.1.1.2 blend and segment the phonemes of most one-syllable words.
- TE – Pg. 29 Vocabulary
- TE – Pg. 33 Vocabulary
- TE – Pg. 41 Vocabulary

RLA.0.1.1.3 substitute, delete and manipulate beginning and ending phonemes.
- TE – Pg. 25 Vocabulary
- TE – Pg. 79 Reread for Fluency

RLA.0.1.1.4 use basic elements of phonetic analysis to decode unknown words:
- sound-symbol relationships
- beginning/ending consonants
- short and long vowel sounds

- blends
- digraphs
- diphthongs

• TE – Pg. 45 Vocabulary • TE – Pg. 52 Multiple Strategies • TE – Pg. 36 Multiple Strategies • TE – Pg. 41 Vocabulary

RLA.0.1.1.5 use basic elements of structural analysis to decode unknown words:
- basic prefixes/suffixes
- compound words
- root words
- spelling patterns
- contractions

• TE – Pg. 49 Vocabulary • TE – Pg. 57 Vocabulary • TE – Pg. 73 Vocabulary

RLA.0.1.1.6   use a variety of context clues to decode unknown words (e.g., prior knowledge, reading ahead, reread).

• TE – Pg. 61 First Reading • TE – Pg. 65 First Reading • TE – Pg. 68 Multiple Strategies • TE – Pg. 73 First Reading

RLA.0.1.1.7 understand level appropriate sight words and vocabulary (e.g., high frequency words, antonyms, synonyms, multiple meaning words).

• TE – Pg. 77 Phrases and Sentences • TE – Pg. 81 Vocabulary • Level appropriate sight words and vocabulary are incorporated throughout the *Making Connections* program. As students read and complete each text lesson, they build vocabulary and develop higher order thinking skills and language.

RLA.0.1.1.8 establish purpose for reading (e.g., for information, for pleasure, to identify a specific viewpoint).

• TE – Pg. 24 Text Structure and Purpose • TE – Pg. 28 Text Structure and Purpose; Cooperative Learning • TE – Pg. 38 Comprehension Library

RLA.0.1.1.9 determine and describe how print is organized and read (e.g., author, illustrator, difference between letters, words, sentences, purpose of capitalization or punctuation).

- TE – Pg. 45 Phrases and Sentences
- TE – Pg. 54 Comprehension Library
- TE – Pg. 75 Reread for Fluency

RLA.0.1.1.10 read familiar stories, poems, rhymes and passages with fluency:
- appropriate rate
- accuracy
- prosody

- TE – Pg. 35 Reread for Fluency
- TE – Pg. 47 Reread for Fluency
- TE – Pg. 63 Reread for Fluency

RLA.0.1.1.11 use meaning clues to aid comprehension and make predictions about content (e.g., pictures, title, cover, story sequence).

- TE – Pg. 24 Skill Focus and Text Features
- TE – Pg. 32 Skill Focus and Text Features
- TE – Pg. 56 Skill Focus and Fext Features

RLA.0.1.1.12 read first grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).

- TE – Pg. 31 After Reading
- TE – Pg. 63 After Reading
- TE – Pg. 70 Comprehension Library

RLA.0.1.1.13 use basic comprehension concepts to understand literary and informational texts (e.g., story elements, main idea, sequence, cause and effect, prediction, retelling).

- TE – Pg. 25 During Reading
- TE – Pgs. 64-67 Our Class Mural
- TE – Pgs. 39-55 Introduction to Sequencing
- TE – Pg. 70 Comprehension Library
- TE – Pg. 59 Summarizing

RLA.0.1.1.14 make text-to-self connections (e.g., events, characters, conflicts).

- TE – Pg. 37 Text Connections
- TE – Pg. 53 Text Connections
- TE – Pg. 40 Background Knowledge

RLA.0.1.1.15 construct responses to both literal and interpretive comprehension questions after reading informational or literary text.

- TE – Pg. 54 After Reading
- TE – Pg. 59 After Reading
- TE – Pg. 70 After Reading

RLA.0.1.1.16 use reading skills and strategies to understand a variety of informational resources to support literacy learning (e.g., environmental print, written directions, signs, labels, electronic resources).

- TE – Pg. 37 Text Connections
- TE – Pg. 54 During Reading
- TE – Pg. 71 Techniques for Teaching Compare and Contrast

RLA.0.1.1.17 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

- TE – Pg. 38 Comprehension Library
- TE – Pg. 86 Comprehension Library
- TE – Pgs. 88-95 Reproducible Assessments
- Making Connections delvelops motivation to read independently and during leisure time by providing high interest text selections throughout the program.

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Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

Second Grade

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

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

Standard 1: Reading (RLA.S.2.1)
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Reading Objectives
Students will:
RLA.0.2.1.1   identify and practice basic elements of phonetic analysis:
- syllabication
- diphthongs
- digraphs
- variant vowel sounds such as r-controlled
- *Making Connections* is designed to be used in conjunction with an explicit, systematic approach to phonics. In Level 1, students practice decoding skills as they monitor what they read for words unknown in pronunciation.

RLA.0.2.1.2   identify and practice grade level appropriate sight words and reading vocabulary (e.g., high frequency words, homonyms, homophones, multiple meaning words, synonyms, antonyms).
- TE – Pg. 73 Vocabulary
- TE – Pg. 86 During Reading
- TE – Pg. 97 Vocabulary
- TE – Pg. 113 Vocabulary

RLA.0.2.1.3 identify and practice basic elements of structural analysis to decode unknown words (e.g., syllables, prefixes, suffixes, root words, compound words, spelling patterns, contractions).

- TE – Pg. 41 Vocabulary
- TE – Pg. 57 Vocabulary
- TE – Pg. 77 Phrases and Sentences
- TE – Pg. 93 Vocabulary
- TE – Pg. 99 Reread for Fluency

RLA.0.2.1.4 describe a purpose for reading:

- for information
- for pleasure
- to understand specific viewpoints
- to follow directions

- TE – Pg. 24 Before Reading
- TE – Pg. 54 Comprehension Library
- TE – Pg. 104 Before Reading
- TE – Pgs. 120-143 Reproducible Assessements

RLA.0.2.1.5 read familiar stories, poems and passages with fluency:
- appropriate rate
- accuracy
- prosody

- TE – Pg. 35 Reread for Fluency/Summarizing
- TE – Pg. 75 Reread for Fluency
- TE – Pg. 107 Reread for Fluency/Summarizing

RLA.0.2.1.6 use a variety of context clues to determine word meanings (e.g., prior knowledge, read ahead, reread).

- TE – Pg. 45 Vocabulary
- TE – Pg. 49 Vocabulary/Phrases and Sentences
- TE – Pg. 52 Multiple Strategies
- TE – Pg. 61 Vocabulary/Phrases and Sentences

RLA.0.2.1.7 use meaning clues to aid comprehension and make predictions about content (e.g., pictures, picture captions, title, cover, heading).

- TE – Pg. 68 Multiple Strategies
- TE – Pg. 70 Before Reading
- TE – Pg. 81 Phrases and Sentences

RLA.0.2.1.8 read second grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).

- TE – Pg. 38 Comprehension Library

• TE – Pg. 86 Comprehension Library
• TE – Pg. 102 Comprehension Library

RLA.0.2.1.9 respond to both literal and interpretive comprehension questions after reading a short story selection that is developmentally appropriate.

• TE – Pg. 54 Comprehension Library
• TE – Pg. 118 Comprehension Library
• TE – Pg. 102 After Reading

RLA.0.2.1.10 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, predict, sequence, draw conclusions, describe characters and provide main idea and support details.

• TE – Pgs. 40-43 Sequencing *"A Frog's Life"*
• TE – Pgs. 60-63 Main Idea *"Wet Mount Waialeale"*
• TE – Pgs. 80-83 Compare and Contrast *"Two Boys"*

RLA.0.2.1.11 infer the author's purpose in literacy and information text:
• to persuade
• to entertain
• to inform

• TE – Pg. 38 During Reading
• TE – Pg. 70 Comprehension Library
• TE – Pg. 88 Before Reading

RLA.0.2.1.12   make the connections between characters or simple events in a literary work to own life or other cultures (e.g., events, characters, conflicts, themes).

• TE – Pg. 37 Text Connections #3
• TE – Pg. 85 Text Connections
• TE – Pg. 81 Vocabulary

RLA.0.2.1.13 recognize genre in literary texts:
• fairy tales
• folk tales
• poems
• fables
• fantasies
• biographies
• short stories
• chapter books
• plays and informational texts
• magazines

- textbooks
- electronic resources
- reference materials

- TE – Pg. 37 Text Connections #5
- TE – Pg. 35 Reread for Fluency
- TE – Pg. 86 Comprehension Library

RLA.0.2.1.14 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., environmental print, written directions, signs, captions, electronic resources, labels).

- TE – Pg. 57 Vocabulary/Phrases and Sentences
- TE – Pg. 69 Text Connections #5
- TE – Pg. 85 Text Connections #5

RLA.0.2.1.15 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

- TE – Pgs. 120-131 Reproducible Assessments
- TE – Pg. 38 Comprehension Library
- TE – Pg. 70 Comprehension Library
- *Making Connections* develops independent reading by providing high interest literary and informational text throughout the program.

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Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

Third Grade

> Correlation Key: TE-Teacher's Edition Book 3; NA – Not Applicable
>
> *This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Objectives for the state of West Virginia.*

Standard 1: Reading (RLA.S.3.1)

Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Reading Objectives

Students will:

RLA.0.3.1.1.　　identify and practice appropriate sight words and content vocabulary.

> The texts included in *Making Connections* represent a variety of genres and content areas to help students expand both their general knowledge and content area vocabularies. Level appropriate sight words are incorporated throughout the *Making Connections* program.
> - TE – Pg. 29 Vocabulary
> - TE – Pg. 38 During Reading
> - TE – Pg. 42 Graphic Organizers and Question Answering

RLA.0.3.1.2　identify and understand appropriate reading vocabulary (e.g., synonyms, antonyms, homonyms, multiple-meaning words).

> - TE – Pg. 57 Vocabulary
> - TE – Pg. 61 Vocabulary
> - TE – Pg. 100 Multiple Strategies
> - TE - Pg. 109 Vocabulary
> - TE - Pg. 113 During Reading: Vocabulary

RLA.0.3.1.3　describe a purpose for reading:

- for information
- for pleasure
- to understand a specific viewpoint

• TE – Pg. 44 Text Structure and Purpose • TE – Pg. 48 Text Structure and Purpose • TE – Pg. 68 Text Introduction

RLA.0.3.1.4 read familiar stories, poems and passages with fluency:
- appropriate rate
- accuracy
- prosody

The best techniques for increasing fluency are to first model fluent reading and then provide opportunities for subsequent re-readings. Rereading texts for fluency is a key feature of *Making Connections.* The Teacher's Edition contains ideas for using teacher modeling and peer-mediated activities to help students build both fluency and automatic word recognition. • TE – Pg. 31 Reread for Fluency • TE - Pg. 75 Reread for Fluency • TE - Pg. 111 Reread for Fluency

RLA.0.3.1.5 use meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, topic).

• TE – Pg. 28 Text Features • TE – Pg. 70 Before Reading • TE – Pg. 104 Text Features

RLA.0.3.1.6 read third grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).

• TE – Pg. 46 Rereading • TE – Pg. 61 During Reading • TE – Pg. 73 During Reading

RLA.0.3.1.7 use literary and informational texts to summarize, determine story elements, determine cause and effect, compare and contrast, paraphrase, infer, predict, sequence, draw conclusions, describe characters, and provide main idea and support details.

The *Making Connections* Student Book is organized into units by theme. Each unit focuses on a different comprehension skill and includes four texts to give students practice with that skill. The high-interest text embody a diverse selection of genres, presenting a variety of engaging narratives and poems as well as a wide range of nonfiction topics. • TE – Pgs. 23-38 Sequencing • TE – Pgs. 39-54 Main Idea • TE – Pgs. 55-70 Compare and Contrast • TE – Pgs. 71-86 Drawing Conclusions / Predicting Outcomes

• TE – Pgs. 87-102 Fact and Opinion
• TE – Pgs. 103-118 Cause and Effect

RLA.0.3.1.8 infer the author's purpose:
- to persuade
- to entertain
- to inform in literary and informational text

• TE – Pg. 84 Multiple Strategies (Lesson of the Story)
• TE – Pg. 92 Text Structure and Purpose
• TE – Pgs. 112, 114 Text Structure and Purpose / Cooperative Learning

RLA.0.3.1.9 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.

• TE – Pg. 48 Background Knowledge
• TE – Pg. 56 Background Knowledge
• TE – Pg. 64 Background Knowledge
• TE – Pg. 107 ELL Support

RLA.0.3.1.10 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).

• TE – Pg. 41 Phrases and Sentences
• TE – Pg. 75 ELL Support
• TE – Pg. 81 Phrases and Sentences
• TE – Pg. 109 Phrases and Sentences
• TE – Pg. 111 ELL Support

RLA.0.3.1.11 recognize and explain the defining characteristics of genre in literary and texts:
- fairy tales
- folk tales
- myths
- poems
- fables
- fantasies
- biographies
- short stories
- chapter books
- historical fiction
- plays
- autobiographies
- magazines
- newspapers
- textbooks
- electronic databases
- reference materials

- TE – Pg. 44 *Jesse Owens* (Biography)
- TE – Pg. 76 *The Lion and the Mouse* (Fable)
- TE – Pg. 108 *A Terrible Mess* (Poem)

RLA.0.3.1.12 use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams).

- TE – Pg. 47 Graphic Organizers and Question Answering
- TE – Pg. 59 Graphic Organizers and Question Answering
- TE – Pg.115 Graphic Organizers and Question Answering

RLA.0.3.1.13 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, informational text).

- TE – Pgs. 25-26 During Reading: First Reading / During Reading
- TE – Pgs. 45-46 During Reading: First Reading / During Reading
- TE – Pgs. 65-66 During Reading: First Reading / During Reading

RLA.0.3.1.14 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

The *Making Connections* Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. Fiction and nonfiction reading selections provide reading in different genres. *Making Connections* develops motivation to read independently by providing high interest text selection throughout the program.
The Text Connections section of extension activities encourage students to conduct additional research on topics presented in the unit.
- TE – Pg. 37 Text Connections
- TE – Pg. 69 Text Connections
- TE – Pg. 85 Text Connections

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Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

Fourth Grade

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

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

Standard 1: Reading (RLA.S.4.1)
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Reading Objectives

Students will:
RLA.0.4.1.1   identify and practice appropriate vocabulary:
- multiple meaning words
- synonyms
- antonyms
- homonyms
- content area vocabulary
- context clues
- TE – Pg. 33 Phrases and Sentences
- TE – Pg. 49 Vocabulary
- TE – Pg. 109 Phrases and Sentences

RLA.0.4.1.2   apply structural analysis including etymology and context clues to decode and encode words.
- TE – Pg. 57 Vocabulary
- TE – Pg. 65 Vocabulary
- TE – Pg. 105 Vocabulary

RLA.0.4.1.3   use pre-reading strategies to comprehend text (e.g., activating prior knowledge, predictions, questioning).

• TE – Pg. 32 Background Knowledge
• TE – Pg. 44 Background Knowledge
• TE – Pg. 80 Background Knowledge

RLA.0.4.1.4   read fluently with appropriate rate, accuracy and prosody.

• TE – Pg. 27 Reread for Fluency
• TE – Pg. 59 Reread for Fluency
• TE – Pg. 63 Reread for Fluency

RLA.0.4.1.5   examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).

• TE – Pg. 24 Text Structure and Purpose
• TE – Pg. 96 Text Features
• TE – Pg. 104 Text Structure and Purpose

RLA0.4.1.6 read fourth grade instructional level texts and use self-correction strategies (e.g., decoding, searching for cues, rereading).

• TE – Pg. 26 Rereading
• TE – Pg. 34 Rereading
• TE – Pg. 65 During Reading: Vocabulary
• TE – Pg. 102 During Reading

RLA.0.4.1.7   interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.

• TE – Pgs. 23-38 Sequencing
• TE – Pgs. 39-54 Main Idea
• TE – Pgs. 55-70 Compare and Contrast
• TE – Pgs. 71-86 Drawing Conclusions
• TE – Pgs. 87-102 Fact and Opinion
• TE – Pgs. 103-118 Cause and Effect

RLA.0.4.1.8   determine the author's purpose in literary and informational texts and use supporting material to justify author's intent:
- to persuade
- to entertain
- to inform
- to determine a specific viewpoint

• TE – Pg. 32 Text Structure and Purpose
• TE – Pg. 92 Text Structure and Purpose
• TE – Pg. 104 Text Structure and Purpose

RLA.0.4.1.9 compare and contrast self to text in making connections to characters or simple events in a literary work to own life and other cultures (e.g. events, characters, conflicts, themes).

- TE – Pg. 69 Text Connections #5
- TE – Pg. 85 Text Connections #4
- TE – Pg. 117 Text Connections #6

RLA.0.4.1.10   distinguish between the ways in which language is used in literary texts:
- simile
- metaphor
- idioms
- analogies
- puns
- TE – Pg. 61 Phrases and Sentences
- TE – Pg. 77 Phrases and Sentences
- TE – Pg. 81 Phrases and Sentences

RLA.0.4.1.11 recognize and explain the defining characteristics of genre in literary and informational texts:
- fairy tales
- folk tales
- myths
- poems
- fables
- fantasies
- biographies
- short stories
- novels
- plays
- legends
- autobiographies
- magazines
- newspapers
- textbooks
- essays
- speeches
- electronic databases
- reference materials
- TE – Pg. 24 *Make Your Own Paper* (Instructions)
- TE – Pg. 48 *Granville T. Woods* (Biography)
- TE – Pg. 60 *Delivering the Mail* (Poem)
- TE – Pg. 104 *Annie's Journal* (Journal)
- TE – Pg. 108 *The Great Railroad Race* (Newspaper Article)

RLA.0.4.1.12   judge the reliability or logic of informational texts.

- TE – Pg. 90 Cooperative Learning
- TE – Pg. 94 Cooperative Learning
- TE – Pg. 101 Text Connections

RLA.0.4.1.13   select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).

- TE – Pg. 53 Text Connections #3, #5
- TE – Pg. 101 Text Connections #2
- TE – Pg. 118 During Reading

RLA.0.4.1.14   use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).

- TE – Pg. 43 Graphic Organizers and Question Answering
- TE – Pg. 63 Graphic Organizers and Question Answering
- TE – Pg. 111 Graphic Organizers and Question Answering

RLA.0.4.1.15 use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).

- TE – Pg. 53 Text Connections #3, #4, #5, #6, #7
- TE – Pg. 85 Text Connections #6
- TE – Pg. 101 Text Connections #2, #3

RLA.0.4.1.16 increase the amount of independent reading to build background knowledge, expand vocabulary and comprehend literary and informational text.

The *Making Connections* Comprehension Library provides daily independent reading experience for students to progress and reinforce skills and strategies. Fiction and nonfiction reading selections provide reading in different genres. *Making Connections* develops motivation to read independently by providing high interest text selection throughout the program.
The Text Connections section of extension activities encourage students to conduct additional research on topics presented in the unit.
- TE – Pg. 37 Text Connections
- TE – Pg. 53 Text Connections
- TE – Pg. 89 Text Connections

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Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

Fifth Grade

> Correlation Key: TE-Teacher's Edition Book 5; NA – Not Applicable
>
> *This document provides a sampling of the extensive reading directives offered throughout Making Connections that meet the Reading Objectives for the state of West Virginia.*

Standard 1: Reading (RLA.S.5.1)
Students will apply reading skills and strategies to inform, to perform a task and to read for literacy experience by
- identifying and using grade appropriate essential reading components (phonemic awareness, phonics, vocabulary, fluency, comprehension, written application) and
- selecting a wide variety of literature and diverse media to develop independence as readers.

Reading Objectives

Students will:

RLA.0.5.1.1   use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.

- TE – Pg. 81 Vocabulary
- TE – Pg. 93 Vocabulary/Phrases and Sentences
- TE – Pg. 97 Vocabulary/Phrases and Sentences

RLA.0.5.1.2   use a variety of strategies (e.g., etymology, context clues, affixes, synonyms, antonyms) to increase grade appropriate vocabulary.

- TE – Pg. 29 Vocabulary/Phrases and Sentences
- TE – Pg. 45 Vocabulary
- TE – Pg. 57 Vocabulary/Phrases and Sentences

RLA.0.5.1.3   use denotation to understand meaning.

- TE – Pg. 31 Reread for Fluency
- TE – Pg. 49 Vocabulary/Phrases and Sentences
- TE – Pg. 52 Multiple Strategies
- TE – Pg. 54 Comprehension Library
- TE – Pg. 65 Vocabulary

RLA.0.5.1.4 identify figurative language in text (e.g., hyperbole, alliteration).

- TE – Pg. 104 Skill Focus
- TE – Pg. 114 Rereading
- TE – Pgs. 103-118 Introduction to Figurative Language

RLA.0.5.1.5 select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary passages and texts by West Virginia, national and international authors (e.g., literary text, informational text, myth, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).

- TE – Pg. 53 Text Connections
- TE – Pgs. 64-67 Text 3: *Grace Darling*
- TE – Pg. 70 Comprehension Library
- TE – Pg. 101 Text Connections
- TE – Pg. 117 Text Connections

RLA.0.5.1.6 determine main idea and locate supporting details in a literary passage and informational text and across the curriculum.

- TE – Pg. 24 Skill Focus
- TE – Pg. 30 Rereading
- TE – Pgs. 23-38 Introduction to Main Idea

RLA.0.5.1.7 use pre-reading strategies to comprehend text:
- previewing
- activating prior knowledge
- questioning
- skimming
- scanning
- TE – Pg. 44 Background Knowledge
- TE – Pg. 48 Before Reading
- TE – Pg. 70 Before Reading/During Reading

RLA.0.5.1.8 differentiate and apply comprehension strategies in literary and informational texts:
- draw conclusions
- predict
- use context clues
- summarize
- judge text critically
- TE – Pg. 56 Skill Focus
- TE – Pg. 63 Summarizing
- TE – Pgs. 55-70 Introduction to Drawing Conclusions/Predicting Outcomes

RLA.0.5.1.9 determine the elements of literature (e.g., characterization, conflict, plot) to construct meaning and recognize author's/reader's purpose.

- TE – Pg. 40 Before Reading
- TE – Pg. 48 Before Reading
- TE – Pg. 70 Comprehension Library
- TE – Pg. 118 Comprehension Library

RLA.0.5.1.10 compare and contrast text connections to self, to other text and to the world in literary and informational text in other cultures.

- TE – Pg. 37 Text Connections
- TE – Pg. 54 Comprehension Library
- TE – Pg. 101 Text Connections
- TE – Pgs. 39-54 Introduction to Compare and Contrast

RLA.0.5.1.11 identify literary techniques used to interpret literature, e.g., compare/contrast or cause/effect.

- TE – Pgs. 39-54 Introduction to Compare and Contrast
- TE – Pgs. 71-86 Introduction to Fact and Opinion
- TE – Pgs. 87-102 Introduction to Cause and Effect

RLA.0.5.1.12 read and understand types of poetry that use inversion, rhyme and rhythm (e.g., diamante, shape, haiku, limerick, name poems, cinquain, quatrain).

- TE – Pgs. 60-63 Text 2: *The Floating Palace*
- Each level of *Making Connections* provides a poem for teacher directed activities to enrich student knowledge of poetry.

RLA.0.5.1.13 use resource materials (e.g., dictionary, glossary) to determine the meaning of unknown words or multiple meaning words.

- TE – Pg. 61 Vocabulary
- TE – Pg. 86 Comprehension Library
- TE – Pg. 97 Vocabulary/Phrases and Sentences

RLA.0.5.1.14 increase the amount of independent reading to comprehend, analyze and evaluate literary text and informational text.

- TE – Pg. 38 Comprehension Library
- TE – Pg. 70 Comprehension Library
- TE – Pg. 86 Comprehension Library
- The *Making Connections* Comprehension Library provides a daily independent reading experience for students to progress and reinforce skills and strategies in literary and informational text.

Educators Publishing Service

Making Connections™

Correlated to the West Virginia English Language Arts Content Standards and Objectives

Sixth Grade

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

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

Standard 1: Reading (RLA.S.6.1)
Students will use skills to read for literacy experiences, read to inform and read to perform a task by
- identifying and using the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency words/fluency, comprehension, writing and motivation to read) and
- employing a wide variety of literature in developing independent readers.

Reading Objectives
Students will:
RLA.0.6.1.1 use connotation and denotation to understand meaning.
- TE – Pg. 29 During Reading
- TE – Pg. 73 During Reading
- TE – Pg. 90 Rereading / Cooperative Learning

RLA.0.6.1.2 use root words, prefixes and suffixes to spell words, change word meanings and generate new words appropriate to grade level.
- TE – Pg. 25 Vocabulary
- TE – Pg. 33 Vocabulary
- TE – Pg. 65 Phrases and Sentences

RLA.0.6.1.3 use a variety of strategies to increase grade appropriate vocabulary (e.g., etymology, context clues, affixes, synonyms, antonyms).
- TE – Pg. 41 Vocabulary
- TE – Pg. 51 Vocabulary / Phrases and Sentences
- TE – Pg. 63 ELL Support

RLA.0.6.1.4 select defining characteristics, construct background knowledge and develop reading skills to understand a variety of literary

passages and texts by West Virginia, national and international authors (e.g., literary text, informational text, myth, poems, fantasies, biographies, autobiographies, science fiction, tall tales, supernatural tales).

- TE – Pg. 54 *The Rio Grande* (History, geography, and culture along the banks of the Rio Grande)
- TE – Pg. 70 *The Mysterious Disappearance of Amelia Earhart* (Biography)
- TE – Pg. 102 *Voices of Clay* (Fictional story about Native Americans)

RLA.0.6.1.5   use pre-reading strategies to analyze text:
- previewing
- activating prior knowledge
- questioning
- skimming
- scanning

- TE – Pg. 28 Background Knowledge
- TE – Pg. 31 Graphic Organizers and Question Answering
- TE – Pg. 44 Background Knowledge
- TE – Pg. 108 Background Knowledge / Text Structure and Purpose

RLA.0.6.1.6   differentiate and apply comprehension strategies in literary and informational texts:
- use prior knowledge to draw conclusions
- interpret meaning
- determine cause and effect
- judge text critically

- TE – Pgs. 23-38 Main Idea
- TE – Pgs. 39-54 Compare and Contrast
- TE – Pgs. 55-70 Drawing Conclusions / Predicting Outcomes
- TE – Pgs. 71-86 Cause and Effect
- TE – Pgs. 87-102 Figurative Language
- TE – Pgs. 103-118 Bias and Prejudice

RLA.0.6.1.7   determine the elements of literature (e.g., external conflict, mood) to construct meaning and recognize author's/reader's purpose.

- TE – Pg. 80 Text Structure and Purpose
- TE – Pg. 86 After Reading
- TE – Pg. 92 Text Structure and Purpose

RLA.0.6.1.8   interpret the actions, behaviors and motives of characters in literary texts.

- TE – Pg. 34 Cooperative Learning
- TE – Pg. 91 Graphic Organizers and Question Answering
- TE – Pg. 96 Text Structure and Purpose

RLA.0.6.1.9 determine and explain theme by locating supporting details in a
literary passage and in informational text across the curriculum.

- TE – Pg. 26 Cooperative Learning
- TE – Pg. 30 Cooperative Learning
- TE – Pg. 34 Cooperative Learning

RLA.0.6.1.10 evaluate connections (e.g., cause/effect, order) among the facts,
ideas, events and concepts of literary and informational texts to
self,
to other text and to the world.

- TE – Pg. 75 After Reading
- TE – Pg. 79 After Reading
- TE – Pg. 83 After Reading

RLA.0.6.1.11 identify and understand figurative language in text.

- TE – Pgs. 88, 90 Skill Focus / Cooperative Learning
- TE – Pgs. 92, 94, 95 Skill Focus / Cooperative Learning / Graphic
  Organizers and Question Answering
- TE – Pgs. 96, 98 Skill Focus / Cooperative Learning

RLA.0.6.1.12 characterize and classify types of poetry that use inversion, rhyme
and rhythm (e.g., diamante, shape, haiku, limerick, name poems,
bio poems, cinquain, quantrain).

NA
- TE – Pg. 100 *The Morning After the Night Before* (Poem)

RLA.0.6.1.13 identify and understand literary techniques used to interpret
literature (e.g., compare/contrast, symbolism).

- TE – Pg. 39 Introduction to Compare and Contrast
- TE – Pg. 47 Graphic Organizers and Question Answering

RLA.0.6.1.14 use resource materials (e.g., dictionary, glossary, thesaurus) to
determine the meaning of unknown words or multiple meaning words.

- TE – Pg. 38 During Reading
- TE – Pg. 54 During Reading
- TE – Pg. 102 During Reading

RLA.0.6.1.15 increase the amount of independent reading to comprehend,
analyze and evaluate literary text and informational text.

The *Making Connections* Comprehension Library provides daily independent
reading experience for students to progress and reinforce skills and strategies.
Fiction and nonfiction reading selections provide reading in different genres.
Making Connections develops motivation to read independently by providing
high interest text selection throughout the program.

The Text Connections section of extension activities encourage students to conduct additional research on topics presented in the unit.
- TE – Pg. 69 Text Connections
- TE – Pg. 101 Text Connections
- TE – Pg. 117 Text Connections