

CORRELATION OF MAKING MEANING™ COMPREHENSION FOCUSES TO NEW YORK STANDARDS

For New York standards, see *Learning Standards for English Language Arts at Three Levels*

Note:

New York identifies four standards for English/Language Arts:

Standard 1: Language for Information and Understanding,

Standard 2: Language for Literary Response and Expression,

Standard 3: Language for Critical Analysis and Evaluation, and

Standard 4: Language for Social Interaction.

Within each standard are two strands of objectives: “Listening and Reading” and “Speaking and Writing.”

The correlation that follows focuses on Standards 2 and 3 only, which deal primarily with comprehension.

Within those standards, only objectives in the “Listening and Reading” strand are correlated.

Note also that the New York standards are not grade-specific. Instead, objectives within the standards are classified as “elementary” (K–5), “intermediate” (6–8), and “commencement” (9–12). The tables correlate *Making Meaning*’s comprehension focuses at grades K–5 with New York’s “elementary” objectives and the grade 6 *Making Meaning* comprehension focuses with New York’s “intermediate” objectives.

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SUMMARY

The table shows the percentage of New York’s Standard 2 and Standard 3 objectives that *Making Meaning* addresses at each grade level and overall (K–6). As the table indicates, the program addresses 95 percent of the standards in the two correlated strands.

Level	<i>Making Meaning</i> Objectives/ NY Standards	Pct
Standard 2: Language for Literary Response and Expression		
Elementary (K–5)	6/6	100
Intermediate (Gr. 6)	6/6	100
Standard 3: Language for Critical Analysis and Evaluation		
Elementary (K–5)	3/4	75
Intermediate (Gr. 6)	4/4	100
Overall (K-6)	19/20	95

Reading the Tables

Objectives for New York Standards 2 and 3 are listed by grade-level cluster (Elementary or Intermediate) in the left column of the tables. A ✓ indicates that the standard is addressed in *Making Meaning*. The grade levels in *Making Meaning* at which an objective is addressed appear across the top of the table. The specific **comprehension focuses** (objectives) in the program that address an objective appear to the right of the objective, along with the unit title.

Standard 2: Language for Literary Response and Expression

Elementary: Listening and Reading

Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Comments
Elementary (K–5) (p. 6)							
<i>Listening and Reading Students:</i>							
read a variety of literature of different genres: picture books; poems; articles and stories from children’s magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers. ✓	At all levels of <i>Making Meaning</i> , students hear or read fiction in a variety of genres and nonfiction, including narrative nonfiction and informational text.						
recognize some features that distinguish the genres and use those features to aid comprehension. ✓	<p><i>Unit 5: Exploring Fiction</i> Students <i>retell</i> part of a story.</p> <p><i>Unit 6: Exploring Nonfiction</i> Students explore the difference between fiction and nonfiction. Students identify what they learn from text.</p>	<p><i>Unit 5: Exploring Fiction</i> Students use the sequence of events to <i>retell</i> a story with a simple narrative structure. Students <i>use wondering</i> to help them understand a story.</p> <p><i>Unit 6: Exploring Nonfiction</i> Students explore the difference between fiction and nonfiction. Students identify what they learn from text.</p>	<p><i>Unit 4 Making Inferences About Characters</i> Students informally <i>explore narrative text structure</i>, including character and plot.</p> <p><i>Unit 6: Exploring Nonfiction</i> Students explore the difference between fiction and nonfiction. Students identify what they learn from text.</p>	<p><i>Unit 4 Making Inferences About Characters</i> Students informally <i>explore narrative text structure</i>, including character and plot.</p> <p><i>Unit 5: Exploring Nonfiction</i> Students <i>explore expository text structure</i>. Students identify what they learn from text.</p>	<p><i>Unit 2: Exploring Expository Text</i> Students <i>explore expository text structure</i>.</p> <p><i>Unit 3: Exploring Narrative Text</i> Students <i>explore narrative text structure</i>.</p>	<p><i>Unit 2: Exploring Expository Text</i> Students explore expository text structure.</p> <p><i>Unit 3: Exploring Narrative Text</i> Students <i>explore narrative text structure</i>.</p>	
understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives. ✓	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>. Students answer questions to understand a story.</p> <p><i>Unit 2: Making Connections</i> Students <i>make text-to-self connections</i>. Students informally <i>identify important ideas</i> in a story.</p> <p><i>Unit 3: Retelling the Story</i> Students <i>make text-to-self connections</i>. Students use the sequence of events to <i>retell</i> a story.</p>	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>. Students answer questions to understand a story.</p> <p><i>Unit 2: Making Connections</i> Students <i>make text-to-self connections</i>. Students informally <i>identify important ideas</i> in a story.</p> <p><i>Unit 3: Retelling the Story</i> Students <i>make text-to-self connections</i>. Students use the sequence of events to <i>retell</i> a story.</p>	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>.</p> <p><i>Unit 4: Making Inferences About Characters</i> Students informally explore <i>narrative text structure</i>, including character and plot. Students <i>make inferences</i> to understand characters.</p>	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>.</p> <p><i>Unit 3: Making Inferences About Characters</i> Students informally <i>explore narrative text structure</i>. Students <i>make inferences</i> to understand characters.</p>	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>.</p> <p><i>Unit 3: Exploring Narrative Text</i> Students explore <i>narrative text structure</i>. Students <i>use schema</i> to articulate all they think they know about a topic before they read.</p> <p><i>Unit 5: Making Inferences 2</i> Students continue to <i>use text structure</i> to explore narrative text.</p>	<p><i>Unit 1: The Reading Life</i> Students <i>make text-to-self connections</i>.</p> <p><i>Unit 3: Exploring Narrative Text</i> Students explore <i>narrative text structure</i>. Students <i>use schema</i> to articulate all they think they know about a topic before they read.</p> <p><i>Unit 5: Making Inferences 2</i> Students continue to <i>use text structure</i> to explore narrative text.</p>	

Standard 2 Elementary continues.

Standard 2	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Comments
use inference and deduction to understand the text. ✓	<p><i>Unit 1: The Reading Life</i> Students answer questions to understand a story.</p> <p><i>Unit 2: Making Connections</i> Students answer questions to understand a story.</p> <p><i>Unit 4: Visualizing</i> Students informally use schema and inference as they visualize.</p> <p><i>Unit 5: Exploring Fiction</i> Students use wondering to help them understand a story.</p> <p><i>Unit 6: Exploring Nonfiction</i> Students use wondering to help them understand a nonfiction book.</p>	<p><i>Unit 1: The Reading Life</i> Students answer questions to understand a story.</p> <p><i>Unit 2: Making Connections</i> Students answer questions to understand a story.</p> <p><i>Unit 4: Visualizing</i> Students informally use schema and inference as they visualize.</p> <p><i>Unit 5: Exploring Fiction</i> Students use wondering to help them understand a story.</p> <p><i>Unit 6: Exploring Nonfiction</i> Students use wondering to help them understand a nonfiction book.</p>	<p><i>Unit 3: Visualizing</i> Students informally use schema and inference as they visualize.</p> <p><i>Unit 4: Making Inferences About Characters</i> Students make inferences to understand characters.</p> <p><i>Unit 5: Exploring Fiction</i> Students make predictions and infer.</p> <p><i>Unit 7: Exploring Important Ideas</i> Students use inference to think about what is important in books.</p>	<p><i>Unit 2: Visualizing</i> Students use schema and inference as they visualize.</p> <p><i>Unit 3: Making Inferences About Characters</i> Students make inferences to understand characters.</p> <p><i>Unit 4: Wondering/Questioning</i> Students use wondering and questioning to understand a story, make predictions, and infer.</p> <p><i>Unit 6: Exploring Important Ideas</i> Students make inferences to understand texts.</p>	<p><i>Unit 4: Making Inferences I</i> Students explore the difference between explicit and implicit meanings in text. Students make inferences to understand text.</p> <p><i>Unit 5: Making Inferences II</i> Students make inferences to understand cause and effect in nonfiction text. Students make inferences to understand cause and effect in narrative text. Students make inferences to understand character.</p> <p><i>Unit 6: Exploring Important Ideas and Summarizing</i> Students make inferences to understand text.</p> <p><i>Unit 7: Revisiting the Reading Life</i> Students synthesize by making judgments and forming opinions about text, using evidence from the text to support their opinions.</p>	<p><i>Unit 4: Making Inferences I</i> Students explore the difference between explicit and implicit meanings in text. Students make inferences to understand text.</p> <p><i>Unit 5: Making Inferences II</i> Students make inferences to understand cause and effect in nonfiction text. Students make inferences to understand cause and effect in narrative text. Students make inferences to understand character.</p> <p><i>Unit 6: Exploring Important Ideas and Summarizing</i> Students make inferences to understand text.</p> <p><i>Unit 7: Synthesizing</i> Students synthesize by making judgments and forming opinions about text, using evidence from the text to support their opinions.</p>	Throughout the program, students discuss questions that require them to make inferences, draw conclusions, synthesize, and use other higher-ordering thinking skills.
read aloud accurately and fluently, using phonics and context clues to determine pronunciation and meaning. ✓	During Individualized Daily Reading, students read aloud and learn and practice strategies for monitoring their comprehension and acting purposefully when comprehension breaks down, including using context clues to determine meaning.						
evaluate literary merit. ✓	Throughout the program, students discuss evaluative questions that require them to think about the literary merit of a text and support their thinking by referring to the text.						

Standard 2 Intermediate begins

Standard 2: Language for Literary Response and Expression	Grade 6	Comments
Intermediate (6–8) (p. 7)		
<i>Listening and Reading</i>		
<i>Students:</i>		
read and view texts and performances from a wide range of authors, subjects, and genres. ✓		<i>In Making Meaning, students hear and read fiction in a variety of genres and nonfiction, including narrative nonfiction and informational texts, by a diverse range of authors.</i>
understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature. ✓	<i>Unit 3: Analyzing Literature</i> <i>Students explore narrative text structure.</i> <i>Unit 4: Inference in Literature and Poetry</i> <i>Students continue to use questioning and text structure to make sense of narrative text.</i> <i>Unit 5: Inferring About Causes and Effects</i> <i>Students continue to use text structure to make sense of narrative text.</i>	
identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work. ✓	<i>Unit 3: Analyzing Literature</i> <i>Students analyze stories for relationships among character, setting, and plot.</i> <i>Unit 4: Inference in Literature and Poetry</i> <i>Students explore the difference between explicit and implicit meanings in text.</i>	
recognize different levels of meaning. ✓	<i>Unit 4: Inference in Literature and Poetry</i> <i>Students explore the difference between explicit and implicit meanings in text.</i> <i>Students make inferences to understand text.</i> <i>Unit 5 Inferring About Causes and Effects</i> <i>Students make inferences to understand causes and effects in narrative text.</i> <i>Students make inferences to understand causes and effects in expository text.</i>	
read aloud with expression, conveying the meaning and mood of a work. ✓	<i>Unit 7: Synthesizing</i> <i>Students synthesize by making judgments and forming opinions about text, using evidence from the text to support their opinions.</i>	
evaluate literary merit based on an understanding of the genre and the literary elements. ✓	<i>Unit 7: Synthesizing</i> <i>Students synthesize by making judgments and forming opinions about text, using evidence from the text to support their opinions.</i>	

Standard 3 *Elementary (K–5) begins.*

Standard 3: Language for Critical Analysis and Evaluation

Elementary: Listening and Reading

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

Standard 3:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Comments
Elementary (K–5) (p. 10)							
<i>Listening and Reading</i> <i>Students:</i>							
read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor. ✓	At all levels of <i>Making Meaning</i> , students read, discuss, and evaluate a wide variety of both literary and informational texts.						
make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement. ✓	Throughout the program, students discuss their personal reactions to texts, supporting their thoughts and opinions by referring to the texts.						
recognize that the criteria that one uses to analyze and evaluate anything depend on one’s point of view and purpose for the analysis.							
evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully. ✓	<i>Making Meaning</i> provides K–5 students with explicit instruction and guided and independent practice in these comprehension strategies: using schema, retelling, visualizing, wondering/questioning, making inferences, determining important ideas, summarizing, and synthesizing. Students use the strategies with texts they hear read aloud and texts they read independently, and they gain experience in applying the strategies flexibly to meet their needs.						

Standard 3 Intermediate begins.

Standard 3: Language for Critical Analysis and Evaluation	Grade 6	Comments
Intermediate (6–8) (p. 11)		
<i>Listening and Reading</i> Students:		
analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials. ✓	<i>Unit 7: Synthesizing</i> Students <i>synthesize</i> by making <i>judgments and forming opinions</i> about text, using evidence from the text to support their opinions.	
assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial). ✓	<i>Unit 7: Synthesizing</i> Students <i>synthesize</i> by making <i>judgments and forming opinions</i> about text, using evidence from the text to support their opinions.	Throughout the program, students discuss their personal reactions to texts, supporting their thoughts and opinions by referring to the texts.
understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (e.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result). ✓	<i>Unit 7: Synthesizing</i> Students <i>synthesize</i> by making <i>judgments and forming opinions</i> about text, using evidence from the text to support their opinions.	In <i>Making Meaning</i> , the students and teacher build a collaborative reading community in which all members' thoughts and opinions are respected.
evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches. ✓	<i>Unit 7: Synthesizing</i> Students <i>synthesize</i> by making <i>judgments and forming opinions</i> about text, using evidence from the text to support their opinions.	

MAKING MEANING™
Strategies That Build Comprehension and Community

Developed and published by:
Developmental Studies Center
2000 Embarcadero, Suite 305
Oakland, CA 94606-5300

Toll Free: (800) 666-7270
Local Phone (510) 533-0213
www.devstu.org