

	Standards	EMC Correlation Pages – Discovering Literature
Speaking Vocabulary	OV.1.6.1 Develop vocabulary from content area texts and personal reading	pp. 15, 26, 35, 42, 55, 68, 74, 80, 84, 89, 100, 138, 155, 160, 174, 177, 187, 198, 224, 229, 245, 251, 260, 272, 292, 306, 308, 316, 327, 335, 357, 363, 378, 508, 606, 689, 734, 811, 863, 870
	OV.1.6.2 Use standard English in classroom discussion	pp. 18, 25, 78, 437, 522, 872, 889-890, 893
Speaking behaviors	OV.1.6.3 Use appropriate oral communication for various purposes and audiences	pp. 18, 25, 31, 59-60, 78, 140, 217, 290, 349, 361, 399, 422, 436, 437, 522, 581, 660, 792, 911-912, 913-918
	OV.1.6.4 Demonstrate appropriate eye contact and posture	pp. 911-912
	OV.1.6.5 Use correct pronunciation and inflection to communicate ideas and information	pp. 911-912, 917
Speaking to share understanding and information	OV.1.6.6 Contribute appropriately to class discussion	pp. 18, 25, 78, 437, 522, 872, 889-890, 893
	OV.1.6.7 Deliver oral <i>presentations</i> using standard English, appropriate vocabulary, and organization	pp. 436, 581, 792, 911-917
	OV.1.6.8 Use a variety of <i>visual aids</i> in oral <i>presentations</i> across the curriculum	pp. 816-817, 918, 937
Speaking for literary response and expression	OV.1.6.9 Participate in a variety of speaking activities, including reading poems, skits, and plays	pp. 45, 90, 103, 133, 140, 270, 369, 410, 492, 500, 501, 560, 655, 682, 669, 726, 727, 757, 917-918

	Standards	EMC Correlation Pages – Discovering Literature
Speaking for critical analysis and evaluation	OV.1.6.10 Evaluate self and peers' contributions to discussions based on preset criteria	pp. 18, 25, 78, 437, 522, 623, 911-916
Listening for information and understanding	OV.2.6.1 Demonstrate effective listening skills by exhibiting appropriate body language	pp. 103, 341, 912-913
	OV.2.6.2 Establish purpose for listening	pp. 103, 341, 912-913
	OV.2.6.3 Listen attentively for main ideas and detail	pp. 103, 341, 912-913
	OV.2.6.4 Demonstrate attentive listening skills to respond to speaker's message	pp. 103, 341, 912-913
Listening for critical analysis and evaluation	OV.2.6.5 Evaluate <i>presentations</i> using established criteria/ <i>rubrics</i>	pp. 103, 341, 912-913
Utilizing media for information and understanding	OV.3.6.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, graphs, statistics, etc.) to enhance and show understanding of a specific topic	pp. 56, 90, 128, 345, 578, 824, 843, 850, 925-928
Utilizing media for critical analysis and evaluation	OV.3.6.2 Use appropriate criteria to evaluate media for bias	pp. 920-922, 926-928
Utilizing a variety of resources to produce visuals that communicate through print and non-print media	OV.3.6.3 Create <i>visual aids</i> that convey information	pp. 918

	Standards	EMC Correlation Pages – Discovering Literature
Prewriting	W.4.6.1 Generate ideas using such strategies as reading, discussing, <i>focused free-writing</i> , observing, brainstorming, and reading logs	pp. 62-63, 143, 218-219, 321, 372-373, 438-441, 503, 599, 683-685, 729, 802-803, 857, 873-882
	W.4.6.2 Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	pp. 62-63, 143, 218-219, 321, 372-373, 438-441, 503, 599, 683-685, 729, 802-803, 857, 873-882
	W.4.6.3 Demonstrate an awareness of purpose and audience for all modes of written <i>discourse</i>	pp. 63, 143, 218, 321-322, 372-373, 439, 503, 599, 683, 729, 802, 857, 874
	W.4.6.4 Use available technology to access information by using a card catalog and the Internet	pp. 655, 775, 817-818, 855, 924-926, 927, 929
Drafting	W.4.6.5 Use prewriting to draft <i>expository</i> paragraphs with emphasis on the following: <ul style="list-style-type: none"> • Central idea • Explanation • Elaboration • Unity • Purpose and audience 	pp. 64-65, 143-144, 218-219, 322-324, 374, 441, 505, 601, 685, 730, 805, 859, 873-884
	W.4.6.6 Organize <i>expository</i> paragraphs that include a topic sentence, supporting details, and a concluding sentence	p. 78, 162, 177, 435, 726, 801-810, 818, 874, 883-884
	W.4.6.7 Create an effective lead sentence for each paragraph by using such features as a factual statement or an unusual statement about the topic	pp. 64-65, 143-144, 218-219, 322-324, 374, 441, 505, 601, 685, 730, 805, 859, 873-884

	Standards	EMC Correlation Pages – Discovering Literature
Revising	<p>W.4.6.8</p> <p>Revise content for</p> <ul style="list-style-type: none"> • Central Idea • Organization (e.g., beginning, middle, and end; sequencing ideas; major points of information, etc.) • Unity • Elaboration • Clarity 	pp. 65-67, 145-146, 221, 324-326, 375, 443, 506, 686-687, 732, 808, 862, 873, 885-886
	<p>W.4.6.9</p> <p>Revise <i>style</i> for</p> <ul style="list-style-type: none"> • Sentence variety • <i>Tone</i> • <i>Voice</i> • Selected vocabulary • Selected information 	pp. 63, 143, 219, 321, 372, 439, 503, 599, 683, 729, 803, 857, 875
	<p>W.4.6.10</p> <p>Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, <i>rubric</i>, and/or reference materials (e.g., dictionary, thesaurus, etc.)</p>	pp. 65-67, 145-146, 221, 324-326, 375, 443, 506, 686-687, 732, 808, 862, 873, 885-886

	Standards	EMC Correlation Pages – Discovering Literature
<p>Editing</p> <p><i>Note to teacher:</i> Align with Conventions Standard.</p>	<p>W.4.6.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> • <i>Sentence formation</i> <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • <i>Embedding</i> through standard subordination and modifiers • Standard word order • <i>Usage</i> <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions • <i>Mechanics</i> <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling 	<p>pp. 65-67, 144-146, 220-221, 324-326, 375, 442-443, 506, 686-687, 732-733, 807-808, 860, 862, 873, 884-887</p>
<p>Publishing</p>	<p>W.4.6.12 Use available technology for sharing and/or publication</p>	<p>pp. 67, 146, 223, 326, 376, 444, 507, 688, 733, 862, 873, 888</p>
	<p>W.4.6.13 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p>pp. 888</p>
	<p>W.4.6.14 Publish/share according to purpose and audience</p>	<p>pp. 63, 143, 218, 321-322, 372-373, 439, 503, 599, 683, 729, 802, 857, 874</p>
<p>Purposes and Audiences</p>	<p>W.5.6.1 Write to describe, to inform, to entertain, to explain, and to persuade</p>	<p>pp. 25, 59, 184, 492, 559, 726, 738, 792, 799, 874, 883</p>

	Standards	EMC Correlation Pages – Discovering Literature
	W.5.6.2 Select the form of writing that addresses the intended audience	pp. 63, 143, 218, 321-322, 372-373, 439, 503, 599, 683, 729, 802, 857, 874
Topics and Forms	W.5.6.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	pp. 25, 59, 142-146, 184, 218-223, 492, 559, 726, 738, 792, 799, 874, 883-884
	W.5.6.4 Write poems using a variety of techniques/devices, with emphasis on narrative, including ballads	pp. 306, 369, 522, 660, 669, 675, 683-688, 757, 775
	W.5.6.5 Write research reports using a variety of sources, summarizing, and paraphrasing	pp. 801-810
	W.5.6.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	pp. 17, 25, 31, 44-45, 57-60, 62-69, 132-133, 161, 177, 269,
	W.5.6.7 Write with and without prompts for a sustained period of time	pp. 876-877
	W.5.6.8 Write responses to literature that demonstrate understanding or interpretation	pp. 16, 24, 30, 58, 69, 77-78, 101, 132-133, 139, 161, 176, 183, 247, 261, 269, 434
	W.5.6.9 Write on demand with or without prompt within a given time frame	pp. 876-877
	W.5.6.10 Write across the curriculum	pp. 25, 162, 200, 218-223, 306, 354, 715, 738, 801-810, 874

	Standards	EMC Correlation Pages – Discovering Literature
Sentence Formation	W.6.6.1 Use a variety of simple and compound sentences of varied lengths	pp. 64-65, 262, 354, 435, 440-441, 581, 681, 859-861, 893-898
	W.6.6.2 Use different <i>kinds of sentences</i> <ul style="list-style-type: none"> • Declarative • Interrogative • Imperative • Exclamatory 	pp. 354, 893
	W.6.6.3 Use compound sentence elements (e.g., subjects, predicates, complements, and complete sentences, etc.) to combine sentences for more effective writing <i>style</i>	pp. 64-65, 893-896
	W.6.6.4 Define, identify, and use natural and inverted sentence order for emphasis and variety	pp. 895-906
	W.6.6.5 Identify and correct fragments and run-ons	pp. 64-65, 896-897
	W.6.6.6 Use knowledge of the parts of speech to construct effective sentences <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Coordinate conjunctions to join • Interjections for excitement • Prepositions to indicate relationships 	pp. 32, 44-45, 184, 216, 221-223, 289-290, 669, 766, 776, 859-860, 871, 890-892, 896, 902-906

	Standards	EMC Correlation Pages – Discovering Literature
Usage	W.6.6.7 Apply conventions of grammar with emphasis on the following: <ul style="list-style-type: none"> • Subject-verb agreement • Parts of speech • Parts of a sentence • Conjugation in perfect verb tenses Possessive, nominative, and objective pronouns	pp. 44-45, 374-375, 458, 792, 871, 890-900, 902-906
Spelling	W.6.6.8 Apply correct spelling to commonly misspelled words	pp. 487, 909-910
	W.6.6.9 Spell <i>homonyms</i> correctly according to usage	pp. 871
Capitalization	W.6.6.10 Apply conventional rules of capitalization in writing	pp. 209, 675, 715, 908-909
Punctuation	W.6.6.11 Apply conventional rules of punctuation in writing with emphasis on <ul style="list-style-type: none"> • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address 	pp. 324-326, 399, 410, 853-854, 906-908
Purposefully shaping and controlling language	W.7.6.1 Use figurative language purposefully, such as onomatopoeia, to shape and control language to affect readers	pp. 58, 59, 216, 340, 349, 368, 369, 522, 610, 654, 655, 684, 941, 943
	W.7.6.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)	pp. 64-65, 262, 354, 435, 440-441, 581, 681, 859-861, 893-898

	Standards	EMC Correlation Pages – Discovering Literature
	W.7.6.3 Use word or sentence repetition for effect	pp. 183, 360, 610, 646, 650, 791
	W.7.6.4 Use transition words/ phrases	pp. 881, 883
	W.7.6.5 Use purposeful vocabulary with emphasis on developing <i>style</i>	pp. 62, 142, 218, 320, 371, 438, 502, 598, 683, 728, 801, 856
	W.7.6.6 Create a strong lead and conclusion	pp. 321-322, 879-883
	W.7.6.7 Narrow the time focus of a piece of writing	pp. 65-67, 145-146, 221, 324-326, 375, 443, 506, 686-687, 732, 808, 862, 873, 885-886
	W.7.6.8 Use writer’s checklist or scoring guides/ <i>rubrics</i> to improve written work	pp. 66, 144-145, 220-221, 375, 442-443, 506, 603, 686, 773, 807, 860, 873, 884-885
	W.7.6.9 Self-evaluate writing using checklists or scoring guides/ <i>rubrics</i>	pp. 66, 144-145, 220-221, 375, 442-443, 506, 603, 686, 773, 807, 860, 873, 884-885
Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.		
Prior Knowledge	R.9.6.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	pp. 866-870
Making Connections	R.9.6.2 Analyze the interrelationships of text and world issues/events by applying connection strategies	pp. 866-870

	Standards	EMC Correlation Pages – Discovering Literature
Using questioning and monitoring	R.9.6.3 Generate and revise questions to establish purposes for reading	pp. 877-878
	R.9.6.4 Generate and revise questions relevant to text and topics	pp. 200-201, 218-219, 623, 878-879, 866-971, 876-877
	R.9.6.5 Monitor comprehension in relation to questions generated	pp. 16-19, 24-33
Using inferences and interpretations	R.9.6.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	pp. 16, 24, 30, 43, 58, 77, 88, 101, 132, 139
	R.9.6.7 Make inferences and draw conclusions about characters' traits and actions based on plot, setting, motives, and responses to other characters	pp. 43-44, 101, 162, 269, 339, 409, 421, 435, 512, 513, 521, 535, 547-548, 714, 715, 922, 939, 943, 949
	R.9.6.8 Analyze literary elements of character, plot, and setting	pp. 16-17, 43-44, 139, 162, 247-248, 269, 339, 398, 409, 512, 513, 521, 535, 559, 715, 939, 943, 944
	R.9.6.9 Compare the actions, motives and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme	pp. 43-44, 58, 269, 305, 409, 512, 513, 521, 579, 595, 715, 945
	R.9.6.10 Distinguish among facts and inferences supported by evidence and opinions in text	pp. 920, 922

	Standards	EMC Correlation Pages – Discovering Literature
Determining Importance	R.9.6.11 Use text information and background knowledge to draw conclusions and to make inferences (e.g., theme, etc.)	pp. 58, 101, 305, 421, 435, 512, 513, 519, 547-548, 595, 714, 920, 922, 945
	R.9.6.12 Identify main ideas and supporting evidence in short reading passages	pp. 880-881
	R.9.6.13 Use the <i>text features</i> to locate and recall information, with emphasis on cue words and phrases	pp. 867-868
	R.9.6.14 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect and compare/contrast	pp. 598-604, 848, 856-862, 881-882
	R.9.6.15 Classify and organize text information by determining subtopics of information	pp. 881-882
	R.9.6.16 Use skimming and scanning to locate specific information to develop a general overview	pp. 868-869
	R.9.6.17 Analyze information from the text, based on purpose and/or level of importance	866-870, 874
Summarizing and Synthesizing	R.9.6.18 Summarize the content of a text	pp. 930
Evaluating	R.9.6.19 Identify events that advance the plot of a literary work and evaluate how those events relate to past, present, or future actions	pp. 269, 440, 512, 940, 942, 944

	Standards	EMC Correlation Pages – Discovering Literature
	R.9.6.20 Evaluate personal, social, and political issues as presented in text	pp. 884, 920, 922, 927
Exhibits behaviors and habits of an active reader	R.10.6.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	pp. 61, 141, 217, 319, 370, 437, 501, 597, 682, 727, 800, 895
	R.10.6.2 Read texts that reflect contributions of different cultural groups	pp. 70, 105, 128, 130, 164, 653, 740, 759
	R.10.6.3 Vary reading strategies according to text and purpose	pp. 866-870
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation	R.10.6.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	pp. 78, 162, 177, 435, 726, 738, 798, 818, 867-886, 938
	R.10.6.5 Compare /contrast information from multiple sources	pp. 598-604, 881-882, 922
	R.10.6.6 Use skimming and scanning to locate specific information or to develop a general overview	pp. 866
	R.10.6.7 Select informational sources appropriate for a given purpose	pp. 874
	R.10.6.8 Organize and synthesize information for use in written and oral <i>presentation</i>	pp. 67, 146, 223, 326, 376, 444, 507, 581, 688, 733, 862, 873, 888

	Standards	EMC Correlation Pages – Discovering Literature
	R.10.6.9 Understand and analyze the differences in structure of various informational text	pp. 738
Reading a variety of literature for enjoyment, critical analysis and evaluation	R.10.6.10 Read a variety of literature, including historical fiction, autobiography, and realistic fiction	pp. 88, 199, 738, 765, 941
Reading a variety of poetry for enjoyment, critical analysis and evaluation	R.10.6.11 Read a variety of poetry, with emphasis on narrative, including ballads	pp. 208, 353, 452, 610, 664, 668, 943
	R.10.6.12 Explain how form, including rhyme, rhythm, repetitions, line structure and punctuation, conveys the mood and meaning of a poem	pp. 183, 360, 610, 633, 642, 646, 650, 791, 944
Reading a variety of practical materials for enjoyment, critical analysis and evaluation	R.10.6.13 Read and utilize functional/ <i>practical texts</i> , including advertisements, slogans, brochures, and timelines	pp. 17, 270, 361, 681, 747, 841
	R.10.6.14 Analyze message through pictures, images, and photographs	pp. 816-817
	R.10.6.15 Analyze selections through text, images, and photographs for a given purpose	pp. 816-817
Word recognition	R.11.6.1 Automatically decode words to ensure focus on comprehension	pp. 870-872

	Standards	EMC Correlation Pages – Discovering Literature
	R.11.6.2 Continue to develop and maintain an adequate body of sight words	pp. 870-872
	R.11.6.3 Add content words to sight vocabulary	pp. 870-872
Word Study and Vocabulary	R.11.6.4 Use knowledge of root words and affixes and word relationships to determine meaning	pp. 871, 909-910
	R.11.6.5 Use context to determine meaning of multiple meaning words	pp. 870
	R.11.6.6 Use resources to determine meaning of technical and specialized vocabulary	pp. 870-871, 925
	R.11.6.7 Determine useful and relevant words	pp. 74, 92, 93, 95
	R.11.6.8 Explain the meaning of figurative language such as idioms, similes and metaphors	pp. 24, 215, 522, 610, 659, 942
	R.11.6.9 Identify word origins, derivations and inflections and foreign words	pp. 871-872
	R.11.6.10 Use context clues to select appropriate dictionary definition	pp. 870
Reading with fluency	R.11.6.11 Read grade level text orally with an approximate rate of 145 words per minute	pp. 140, 581, 911-912

	Standards	EMC Correlation Pages – Discovering Literature
	R.11.6.12 Read grade level text orally with accuracy and expression	pp. 140, 581, 911-912