

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Speaking Vocabulary</b>	OV.1.7.1 Use vocabulary from content area texts and personal reading	pp. 21, 29, 38, 51, 56, 72, 100, 138, 169, 192, 196, 205, 223
	OV.1.7.2 Use standard English in classroom discussion and <i>presentations</i>	pp. 42, 125, 890-891
<b>Speaking behaviors</b>	OV.1.7.3 Speak for and to various purposes and audiences	pp. 59, 261, 339, 393, 431, 490, 920-921
	OV.1.7.4 Demonstrate appropriate eye contact, posture, and volume	pp. 914-915
	OV.1.7.5 Use correct pronunciation and inflection/modulation to communicate ideas and information	pp. 683, 914-915, 917-918
<b>Speaking to share understanding and information</b>	OV.1.7.6 Contribute appropriately to class discussion	pp. 84, 137, 144, 154, 236, 400, 415, 431, 446, 467, 529, 568, 609, 779, 819, 917
	OV.1.7.7 Deliver oral <i>presentations</i> using standard English, appropriate vocabulary, examples and/or analogies	pp. 59, 94, 261, 295, 431, 521, 643, 668, 683, 920-921
	OV.1.7.8 Use a variety of <i>visual aids</i> in oral <i>presentations</i> across the curriculum	pp. 601-848, 923
<b>Speaking for literary response and expression</b>	OV.1.7.9 Participate in a variety of speaking activities, including oral interpretations of poems, stories and monologues	pp. 94, 295, 339, 393, 490, 521, 522-527, 529, 540, 629, 643, 668, 683, 819, 921, 922

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Speaking for critical analysis and evaluation</b>	OV.1.7.10 Evaluate self and peers' performance as an interviewer based on preset criteria	pp. 25, 125, 208, 576, 660, 779, 790, 815, 816, 919-920
<b>Listening for information and understanding</b>	OV.2.7.1 Demonstrate effective listening skills by exhibiting appropriate body language	pp. 125, 540, 819, 915-916
	OV.2.7.2 Establish purpose for listening	pp. 125, 540, 819, 915-916
	OV.2.7.3 Listen attentively for main ideas, details, and organization	pp. 125, 540, 819, 915-916
	OV.2.7.4 Demonstrate attentive listening skills to respond to and interpret speaker's message	pp. 125, 540, 819, 915-916
<b>Listening for critical analysis and evaluation</b>	OV.2.7.5 Evaluate <i>presentations</i> using established criteria/ <i>rubrics</i> (e.g., purpose, content, organization, and delivery)	pp. 125, 540, 819, 915-916
<b>Utilizing media for information and understanding</b>	OV.3.7.1 View a variety of visually presented materials for understanding of a specific topic	pp. 601, 848, 923
<b>Utilizing media for critical analysis and evaluation</b>	OV.3.7.2 Use appropriate criteria to evaluate media for bias and propaganda	pp. 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 644, 668, 815, 931-933
<b>Utilizing a variety of resources to produce visuals that communicate through print and non-print media</b>	OV.3.7.3 Design <i>presentations</i> that incorporate media visuals	pp. 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 601, 644, 668, 815, 848, 923, 931-933

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Prewriting</b>	W.4.7.1 Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, <i>focused and unfocused free-writing</i> , and reading/learning logs	pp. 77, 147, 231, 317, 396, 456, 523, 602, 677, 761, 874-875
	W.4.7.2 Organize ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, and formal outlining with main topics and sub-topics	pp. 78, 147, 231, 317, 339, 396, 458, 524, 603, 678, 761, 878-880
	W.4.7.3 Determine a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i> , narrative, and descriptive writing	pp. 76-77, 146, 148, 232, 316-317, 395-396, 455-456, 602, 677, 761, 875, 884
	W.4.7.4 Use available technology to access information by using a card catalog and multiple Internet sources	pp. 48, 268, 356, 400, 430, 467, 540, 553, 644, 668, 930, 931
<b>Drafting</b>	W.4.7.5 Create a draft for <i>expository</i> writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion—	pp. 356, 455-465, 576
	W.4.7.6 Create a draft for <i>narrative</i> writing that includes dialogue	pp. 76, 146, 316, 455, 506, 524-526, 884
	W.4.7.7 Create an effective lead paragraph by using dialogue or a description of a character or setting	pp. 79, 149, 455, 459, 881

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Revising</b>	W.4.7.8 Revise content for <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Organization</li> <li>• Unity</li> <li>• Elaboration (e.g., explanation, examples, description, etc.)</li> <li>• Clarity</li> </ul>	pp. 81, 150, 234, 320, 398, 465, 526, 606, 680, 763, 886-888
	W.4.7.9 Revise <i>style</i> for <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• <i>Tone</i></li> <li>• <i>Voice</i></li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	pp. 81, 150, 234, 320, 398, 465, 526, 606, 680, 763, 886-888
	W.4.7.10 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.)	pp. 79, 148, 232, 319, 398, 461, 524, 604, 679, 760, 885

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<p><b>Editing</b></p> <p><i>Note to teacher:</i> Align with Conventions Standard.</p>	<p>W.4.7.11  Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>• <i>Sentence formation</i> <ul style="list-style-type: none"> <li>• Completeness</li> <li>• Absence of fused sentences</li> <li>• Expansion through standard coordination and modifiers</li> <li>• <i>Embedding</i> through standard subordination and modifiers</li> <li>• Standard word order</li> </ul> </li> <li>• <i>Usage</i> <ul style="list-style-type: none"> <li>• Standard inflections</li> <li>• Agreement</li> <li>• Word meaning</li> <li>• Conventions</li> </ul> </li> <li>• <i>Mechanics</i> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Formatting</li> <li>• Spelling</li> </ul> </li> </ul>	<p>pp. 81, 150, 234, 320, 398, 465, 526, 606, 680, 763, 886-888</p>
<p><b>Publishing</b></p>	<p>W.4.7.12  Use available technology to experiment with various formats for a final written product</p>	<p>pp. 82, 152, 234, 320, 398, 465, 527, 606, 609, 681, 764, 888-889, 939-943</p>
	<p>W.4.7.13  Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations</p>	<p>pp. 888</p>
	<p>W.4.7.14  Publish/share according to purpose and audience</p>	<p>pp. 82, 152, 234, 320, 398, 465, 527, 606, 609, 681, 764, 888-889, 939-943</p>
<p><b>Purposes and Audiences</b></p>	<p>W.5.7.1  Write to develop narrative, <i>expository</i>, descriptive, and persuasive pieces</p>	<p>pp. 76, 125, 144, 146, 316, 455-456, 395, 790, 884</p>

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	W.5.7.2 Select the form of writing that addresses the intended audience	pp. 77, 148, 232, 317, 396, 456, 602, 677, 761, 875
<b>Topics and Forms</b>	W.5.7.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	pp. 76, 125, 144, 146, 316, 455-456, 395, 790, 884
	W.5.7.4 Write poems using a variety of techniques/devices, with emphasis on lyric poetry	pp. 467, 676-681
	W.5.7.5 Write research reports and document sources, summarizing, and paraphrasing	pp. 137, 445, 455-465, 674, 837, 933-936
	W.5.7.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
	W.5.7.7 Write with and without prompts for a sustained period of time	pp. 318, 396, 878
	W.5.7.8 Write responses to literature that demonstrate understanding or interpretation	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
	W.5.7.9 Write on demand with or without prompt within a given time frame	pp. 318, 396, 878
	W.5.7.10 Write across the curriculum	pp. 76, 146, 230, 316, 395, 455, 522, 602, 676, 759, 817, 858

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Sentence Formation</b>	<p>W.6.7.1            Vary sentence structure by using simple, compound, and complex sentences and different <i>kinds of sentences</i></p> <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	pp. 26, 446, 894-895
	<p>W.6.7.2            Write effective sentences by <i>embedding</i> clauses, prepositional and appositive phrases, and all compound elements</p>	pp. 396-398, 655
	<p>W.6.7.3            Use phrases and clauses to invert sentence order for emphasis and variety</p>	pp. 174, 896
	<p>W.6.7.4            Correct fragments, run-ons, comma splices, and fused sentences</p>	pp. 78-79, 384, 898-903

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	<p>W.6.7.5 Analyze personal and peer <i>sentence formation</i> for effective use of the parts of speech</p> <ul style="list-style-type: none"> <li>• Precise nouns</li> <li>• Pronouns <ul style="list-style-type: none"> <li>• Demonstrative</li> <li>• Compound personal <ul style="list-style-type: none"> <li>• Reflexive</li> <li>• Intensive</li> </ul> </li> <li>• Personal <ul style="list-style-type: none"> <li>• Interrogative</li> <li>• Relative</li> <li>• Indefinite</li> </ul> </li> </ul> </li> <li>• Active and linking verbs</li> <li>• Adjectives <ul style="list-style-type: none"> <li>• Possessive</li> <li>• Article</li> <li>• Interrogative</li> <li>• Numeral</li> <li>• Demonstrative</li> <li>• Indefinite</li> <li>• Descriptive</li> </ul> </li> <li>• Adverbs <ul style="list-style-type: none"> <li>• Manner</li> <li>• Time</li> <li>• Place</li> <li>• Degree</li> <li>• Negative</li> <li>• Interrogative</li> </ul> </li> <li>• Conjunctions <ul style="list-style-type: none"> <li>• Coordinate</li> <li>• Correlative</li> <li>• Subordinate</li> </ul> </li> <li>• Interjections for excitement</li> <li>• Prepositions to indicate relationships</li> </ul>	<p>pp. 26, 42, 59, 79, 104, 112, 126, 148, 149-152, 174, 208, 232, 288, 131, 319, 398, 422, 461, 524, 554, 604, 655, 660, 679, 760, 885, 891-908</p>



	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Usage</b>	<p>W.6.7.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Agreement <ul style="list-style-type: none"> <li>• Subject-verb</li> <li>• Pronoun and antecedent</li> </ul> </li> <li>• Parts of speech</li> <li>• Parts of a sentence and <i>sentence patterns</i> <ul style="list-style-type: none"> <li>• S-V</li> <li>• S-V-DO</li> <li>• S-V-IO-DO</li> <li>• S-LV-PN</li> <li>• S-LV-PA</li> </ul> </li> <li>• Conjugation in progressive verb forms</li> <li>• Prepositional phrases as modifiers</li> <li>• Dependent clauses</li> </ul>	pp. 208, 317, 396-398, 655, 678-680, 890-908
<b>Spelling</b>	<p>W.6.7.7 Spell words correctly in all writing</p>	pp. 596, 808, 912-913
<b>Capitalization</b>	<p>W.6.7.8 Apply conventional rules of capitalization in writing</p>	pp. 104, 910-912
<b>Punctuation</b>	<p>W.6.7.9 Apply conventional rules for all end marks and commas in writing</p>	pp. 416, 490, 499, 855, 908-910
	<p>W.6.7.10 Use semi-colons and colons in compound and compound-complex sentences</p>	pp. 855, 909
	<p>W.6.7.11 Use colons in compound and compound-complex sentences and to introduce lists</p>	pp. 855, 909

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	W.6.7.12 Use double and single quotation marks in dialogue	pp. 459, 910
<b>Purposefully shaping and controlling language</b>	W.7.7.1 Use figurative language purposefully, such as personification and hyperbole, to shape and control language to affect readers	pp. 127, 137, 395, 884, 948, 950
	W.7.7.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)	pp. 26, 76, 446, 629, 894-900
	W.7.7.3 Use word or sentence repetition for effect	pp. 144, 195, 422, 612, 638, 642, 656, 659, 676
	W.7.7.4 Use transition words/ phrases	pp. 882, 884
	W.7.7.5 Use purposeful vocabulary with emphasis on developing <i>voice</i>	pp. 876, 890
	W.7.7.6 Create an effective lead and conclusion	pp. 79, 148, 232, 318, 397, 459, 461, 523, 604, 760, 882
	W.7.7.7 Narrow the time focus of a piece of writing	pp. 316-321, 522-527
	W.7.7.8 Vary the placement of topic sentences	pp. 455, 459, 881
	W.7.7.9 Use dialogue effectively	pp. 506, 524-526, 884
	W.7.7.10 Use humor appropriately	pp. 195

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	W.7.7.11 Use writer’s checklist or scoring guides/ <i>rubrics</i> to improve written work	pp. 81, 150, 234, 320, 398, 465, 526, 606, 680, 763, 886-888
	W.7.7.12 Self-evaluate writing	pp. 79, 148, 232, 319, 398, 461, 524, 604, 679, 760, 885
<b>Application of the following Student Learning Expectations is based on grade-level texts that vary in length and complexity.</b>		
<b>Prior Knowledge</b>	R.9.7.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	pp. 866-871
<b>Making Connections</b>	R.9.7.2 Infer the interrelations of text and world issues/events by applying connection strategies	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
<b>Using questioning and monitoring</b>	R.9.7.3 Prioritize questions formulated and purposes established for reading	pp. 43, 49, 209, 241, 262, 276, 295, 327, 341, 370, 385
	R.9.7.4 Generate and prioritize questions related to universal themes to interpret meaning	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
	R.9.7.5 Monitor reading strategies, including rereading, using resources and questions, and modify them when understanding breakdowns	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
<b>Using inferences and interpretations</b>	R.9.7.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	pp. 47, 58, 73, 93, 111, 124-125, 143-144, 206-207, 226-227, 259-260
	R.9.7.7 Infer a character’s impact on plot development	pp. 27, 41, 532, 541, 552-553, 555, 566

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	R.9.7.8 Infer mood of text	pp. 341, 354, 370, 383, 534, 538, 555
	R.9.7.9 Analyze literary elements of fiction with emphasis on plot development, including conflict, rising action, climax, falling action, and resolution	pp. 5, 24, 41, 432, 445, 515, 520, 687, 757
	R.9.7.10 Compare and contrast points of view, such as first person, limited, and omniscient third person, and explain the effect on the overall theme of a literary work	pp. 159, 173, 197, 262, 266, 385, 392, 405, 415, 555, 567, 780, 789
	R.9.7.11 Distinguish among stated fact, reasoned judgment, and opinion in text	pp. 924-925
<b>Determining Importance</b>	R.9.7.12 Identify main ideas and supporting evidence in short stories and novels	pp. 328, 343, 358, 371, 386, 394, 533
	R.9.7.13 Use the <i>text features</i> to locate and recall information, with emphasis on graphics	pp. 868, 870
	R.9.7.14 Use knowledge of text structure(s) to enhance understanding with emphasis on problem/solution	pp. 868
	R.9.7.15 Organize information, including simple outlining	pp. 869
	R.9.7.16 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	pp. 869
<b>Summarizing and Synthesizing</b>	R.9.7.17	

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
	Summarize the content of multiple chapters of a text	pp. 849, 854
<b>Evaluating</b>	R.9.7.18 Evaluate the accuracy and appropriateness of the evidence used by the author to support claims and assertions	pp. 48, 60, 228, 261, 431, 445, 480, 490, 553, 568, 644, 668, 815, 931-933
	R.9.7.19 Evaluate personal, social, and political issues as presented in text	pp. 42, 60, 261, 339, 356, 431, 490, 499, 553, 568, 798, 848
<b>Exhibits behaviors and habits of an active reader</b>	R.10.7.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	pp. 75, 145, 229, 315, 394, 454, 521, 601, 675, 758, 816, 858
	R.10.7.2 Read texts that reflect contributions of different cultural groups	pp. 75, 145, 229, 315, 394, 454, 521, 601, 675, 758, 816, 858
	R.10.7.3 Vary reading strategies according to text and purpose	pp. 75, 145, 229, 315, 394, 454, 521, 601, 675, 758, 816, 858, 869
<b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b>	R.10.7.4 Understand how word choice and language structure convey an author’s viewpoint	pp. 7, 26, 29, 38, 51, 63, 97, 115, 161, 199
	R.10.7.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	pp. 459, 882, 869
	R.10.7.6 Organize and synthesize information for use in written and oral <i>presentation</i>	pp. 82, 234, 318, 320, 398, 527, 606, 609, 681, 764, 880, 888-889

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b>	R.10.7.7 Read a variety of literature, including short stories, science fiction, legends, and myths	pp. 75, 145, 229, 315, 394, 454, 521, 601, 675, 758, 816, 858, 869
<b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b>	R.10.7.8 Read a variety of poetry, with emphasis on lyric poetry	pp. 447, 452, 612, 661, 663, 664, 667
	R.10.7.9 Identify the use of poetic devices, including comparison, <i>alliteration</i> , repetition, onomatopoeia, and rhyme	pp. 612, 630, 633, 634, 637, 638, 642, 656, 659, 670
	R.10.7.10 Examine the effect of imagery on the mood or meaning of the poem	pp. 43, 89, 94, 612, 613, 618, 619, 624, 625, 628, 669, 673
<b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b>	R.10.7.11 Read and utilize functional/ <i>practical texts</i> , including forms, reports, cover letters, letterheads, and business letters	pp. 154, 174, 195, 268, 393, 540, 655, 904-941
	R.10.7.12 Analyze advertisements for bias and propaganda	pp. 195, 798, 925-926
<b>Word recognition</b>	R.11.7.1 Automatically decode words to ensure focus on comprehension	pp. 514, 660, 872-873
	R.11.7.2 Continue to develop and maintain an adequate body of sight words	pp. 7, 26, 29, 38, 51, 63, 97, 115, 161, 199
	R.11.7.3 Add content words to sight vocabulary	pp. 7, 26, 29, 38, 51, 63, 97, 115, 161, 199

	<b>Standards</b>	<b>EMC Correlation Pages – Exploring Literature</b>
<b>Word Study and Vocabulary</b>	R.11.7.4 Use knowledge of root words and affixes and word relationships to determine meaning	pp. 196
	R.11.7.5 Use context to determine meaning of multiple meaning words	pp. 871
	R.11.7.6 Use resources to determine meaning of technical and specialized vocabulary	pp. 514, 674, 871
	R.11.7.7 Determine useful and relevant words	pp. 7, 26, 29, 38, 51, 63, 97, 115, 161, 199
	R.11.7.8 Identify and explain idioms and comparisons such as analogies, metaphors and similes to infer the literal and figurative meanings or phrases	pp. 127, 137, 194, 228, 289, 612, 613, 618, 664, 677, 687, 757, 799, 806,
	R.11.7.9 Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject related vocabulary	pp. 514, 872-873
	R.11.7.10 Use context to determine meaning of multiple meaning words.	pp. 871
<b>Reading with fluency</b>	R.11.7.11 Read grade level text with an approximate rate of 167 words per minute	pp. 75, 145, 229, 315, 394, 454, 521, 601, 675, 758
	R.11.7.12 Read grade level text orally with accuracy and expression	pp. 229, 315, 394, 454, 521, 601, 675, 758, 816, 857