

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Speaking Vocabulary</b>	OV.1.8.1 Use vocabulary from content area texts and reading/literature	pp. 52, 58, 70, 91, 93, 98, 105, 124, 131, 139, 147, 164, 187, 192, 200, 209, 218, 223, 228
	OV.1.8.2 Use standard English in classroom discussion and <i>presentations</i>	pp. 263, 788, 920
<b>Speaking behaviors</b>	OV.1.8.3 Speak for and to various purposes and audiences	pp. 85, 91, 263, 392, 602, 661, 788, 950, 951-952, 953-954
	OV.1.8.4 Demonstrate appropriate eye contact, posture, volume, and physical gestures	pp. 85, 602, 661, 950-952
	OV.1.8.5 Use correct pronunciation and inflection/modulation to communicate ideas and information	pp. 950
<b>Speaking to share understanding and information</b>	OV.1.8.6 Contribute appropriately to class discussion	pp. 91, 788, 950, 953-954
	OV.1.8.7 Deliver oral <i>presentations</i> using available technology	pp. 392, 434, 610, 680, 794, 956-957, 959
	OV.1.8.8 Report results of interviews, research, etc.	pp. 78, 151, 392, 502, 564, 794, 868, 955-957
<b>Speaking for literary response and expression</b>	OV.1.8.9 Participate in a variety of speaking activities taken from literature or research	pp. 68, 158, 238, 256, 271, 446, 957, 958

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Speaking for critical analysis and evaluation</b>	OV.1.8.10 Critique oral <i>presentations</i> of self and peers based on preset criteria	pp. 633, 950-952
<b>Listening for information and understanding</b>	OV.2.8.1 Demonstrate effective listening skills by exhibiting appropriate body language	pp. 633, 950-954
	OV.2.8.2 Establish purpose for listening	pp. 633, 950-954
	OV.2.8.3 Listen attentively to summarize	pp. 633, 950-954
	OV.2.8.4 Demonstrate attentive and reflective listening skills to respond to and interpret speaker’s message	pp. 633, 950-954
<b>Listening for critical analysis and evaluation</b>	OV.2.8.5 Evaluate <i>presentations</i> using established criteria/ <i>rubrics</i> (e.g., purpose, content, organization, and delivery)	pp. 633, 950-954
<b>Utilizing media for information and understanding</b>	OV.3.8.1 View a variety of visually presented materials for understanding of a specific topic	pp. 314, 967-969
<b>Utilizing media for critical analysis and evaluation</b>	OV.3.8.2 Evaluate a media source for bias, propaganda, and censorship	pp. 314, 967-969
<b>Utilizing a variety of resources to produce visuals that communicate through print and non-print media</b>	OV.3.8.3 Design <i>presentations</i> that incorporate media visuals	pp. 434, 959

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Prewriting</b>	W.4.8.1 Self select and apply an appropriate prewriting strategy for a variety of writing purposes across the curriculum, with emphasis on interviewing, note-taking, and gathering data	pp. 47-48, 170-171, 241-242, 297, 356, 457-458, 567-568, 684, 768, 830-832, 905-909
	W.4.8.2 Organize ideas by using such graphic organizers as charts/graphs, and formal outlining with main topics, sub-topics, and details	pp. 47-48, 241-242, 297, 356, 457-458, 567-568, 684, 768, 830-832
	W.4.8.3 Select a focus and an <i>organizational structure</i> based on purpose, audience, length, and required format for <i>expository</i> , narrative, descriptive, and persuasive writing	pp. 113, 158, 168-178, 241, 356, 433, 567, 595, 633, 768, 794, 804, 830, 878, 884-889, 903, 914
	W.4.8.4 Use available technology to access information and to document interviews	pp. 78, 173-174, 238, 454, 839, 868, 898, 967, 971
<b>Drafting</b>	W.4.8.5 Create a draft with emphasis on persuasive and <i>expository</i> organization	pp. 49-50, 114-115, 158, 168-178, 224-243, 298, 356, 458-459, 568-569, 884-889, 903
	W.4.8.6 Create an effective lead paragraph by using quotes, description, or questions with the last sentence as a thesis statement	pp. 49-50, 114-115, 242-243, 298, 356, 458-459, 568-569, 769, 832, 902, 913-914
<b>Revising</b>	W.4.8.7 Revise content for <ul style="list-style-type: none"> <li>• Central Idea</li> <li>• Organization</li> <li>• Unity</li> <li>• Elaboration</li> <li>• Clarity</li> </ul>	pp. 50-51, 299, 770, 833, 916-917

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	<p>W.4.8.8 Revise <i>style</i> for</p> <ul style="list-style-type: none"> <li>• Sentence variety</li> <li>• <i>Tone</i> (e.g., sense of audience, etc.)</li> <li>• <i>Voice</i> (e.g., specificity, vividness, rhythm of piece, writer’s attitude and presence, etc.)</li> <li>• Selected vocabulary</li> <li>• Selected information</li> </ul>	pp. 50-51, 299, 770, 833, 916-917
	<p>W.4.8.9 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. 50-51, 299, 770, 833, 916-917
<p><b>Editing</b></p> <p><i>Note to teacher:</i> Align with Conventions Standard.</p>	<p>W.4.8.10 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>	pp. 50-51, 299, 770, 833, 916-917

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Publishing</b>	W.4.8.11 Use available technology to create a product and communicate knowledge	pp. 771, 833, 902, 918-919
	W.4.8.12 Maintain a writing <i>portfolio</i> that exhibits growth in meeting goals and expectations	pp. 918-919
	W.4.8.13 Publish/share according to purpose and audience	pp. 771, 833, 902, 918-919
<b>Purposes and Audiences</b>	W.5.8.1 Develop multiple works in a variety of modes of <i>discourse</i>	pp. 158, 168-178, 884-889, 903
	W.5.8.2 Select the form of writing that addresses the intended audience	pp. 113, 241, 356, 567, 768, 830, 903
<b>Topics and Forms</b>	W.5.8.3 Create <i>expository</i> , narrative, descriptive, and persuasive writings	pp. 158, 168-78, 433, 595, 633, 794, 804, 878, 884-889, 903, 914
	W.5.8.4 Write poems using a variety of techniques/devices, with emphasis on <i>free verse</i>	pp. 11, 110, 112-117, 433, 660, 816, 860
	W.5.8.5 Write research reports that include a thesis and use a variety of sources	pp. 168-178, 910
	W.5.8.6 Write to reflect ideas/ interpretations of multicultural and universal themes and concepts	pp. 11, 44, 67, 77, 85, 91, 102, 110, 456

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	W.5.8.7 Write with and without prompts for a sustained period of time	pp. 85, 110, 660, 816, 860, 906
	W.5.8.8 Write responses to literature that demonstrate understanding or interpretation	pp. 52, 118, 179, 246, 301, 360, 462, 575, 773, 835, 890
	W.5.8.9 Write on demand with or without prompt within a given time frame	pp. 85, 110, 660, 816, 860, 906
	W.5.8.10 Write across the curriculum	pp. 46, 112, 168, 240, 296, 355, 456, 566, 682, 766, 829, 884
<b>Sentence Formation</b>	W.6.8.1 Vary sentence structure by using simple, compound, complex, and compound-complex sentences and different <i>kinds of sentences</i> <ul style="list-style-type: none"> <li>• Declarative</li> <li>• Interrogative</li> <li>• Imperative</li> <li>• Exclamatory</li> </ul>	pp. 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943
	W.6.8.2 Write more effective sentences by using all compound elements and by <i>embedding</i> clauses and prepositional, appositive, and verbal phrases	pp. 386, 434, 922, 923-924, 928, 939, 940, 941-942
	W.6.8.3 Use clauses and phrases, including verbal, to invert sentence order for emphasis and variety	pp. 386, 941-942
	W.6.8.4 Correct fragments, run-ons, comma splices, and fused sentences	pp. 356-357, 770-771, 794, 929-930, 943-944

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	<p>W.6.8.5 Evaluate personal, peer, or literature-based <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 to avoid repetition</li> <li>• Verbs <ul style="list-style-type: none"> <li>• Transitive active</li> <li>• Transitive passive</li> <li>• Intransitive linking</li> <li>• Intransitive complete</li> </ul> </li> <li>• Adjectives to modify nouns and pronouns</li> <li>• Adverbs to modify verbs, adjectives, and other adverbs</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. 67-68, 103, 110, 113-114, 189-199, 208, 409, 434, 601, 619-620, 671, 878, 922, 927, 923-924, 926, 927-929, 931-932, 935, 936-939, 941, 942, 945-946</p>
<b>Usage</b>	<p>W.6.8.6 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> <li>• Subject-verb agreement</li> <li>• Parts of speech</li> <li>• Pronoun and antecedent agreement</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 regular, progressive, and emphatic verb forms</li> <li>• Verbals</li> </ul>	<p>pp. 297-298, 899, 922, 931, 932-933, 936, 941-942</p>

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Spelling</b>	W.6.8.7 Spell words correctly in all writing	pp. 947-949
<b>Capitalization</b>	W.6.8.8 Apply conventional rules of capitalization in writing	pp. 671, 945-947
<b>Punctuation</b>	W.6.8.9 Apply conventional rules of punctuation in writing	pp. 44, 943-945
	W.6.8.10 Edit own and peer papers with emphasis on <ul style="list-style-type: none"> <li>• All end marks</li> <li>• Commas</li> <li>• Dash</li> <li>• Hyphen</li> <li>• Quotation marks <ul style="list-style-type: none"> <li>• Double</li> <li>• Single</li> </ul> </li> <li>• Parentheses</li> <li>• Semicolons</li> <li>• Colons</li> </ul>	pp. 50, 115, 176-177, 299, 769, 832, 902, 915
<b>Purposefully shaping and controlling language</b>	W.7.8.1 Use figurative language purposefully, such as <i>alliteration</i> and <i>assonance</i> , to shape and control language to affect readers	pp. 11, 110, 112-117, 433, 660, 816, 860
	W.7.8.2 Use a variety of <i>sentence types</i> and lengths (see Conventions Standard 6)	pp. 11, 48-49, 356-357, 458-459, 595-596, 683-685, 832, 924-931, 940-943
	W.7.8.3 Use repetition for effect	pp. 11, 110, 112-117, 433, 660, 816, 860

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	W.7.8.4 Use transition words/ phrases	pp. 914
	W.7.8.5 Use purposeful vocabulary with emphasis on developing <i>tone</i>	pp. 113, 356, 457, 567, 684, 768, 830, 904
	W.7.8.6 Create an effective lead and conclusion	pp. 168, 172, 457, 910, 914
	W.7.8.7 Use flashback/time transitions	pp. 637
	W.7.8.8 Use dialogue effectively	pp. 136, 293, 914
	W.7.8.9 Use anecdotes and quotes	pp. 454, 566-573, 827, 878, 903, 914
	W.7.8.10 Use scoring guides or <i>rubrics</i> to improve all aspects of written projects	pp. 115, 176-177, 832, 902, 915
	W.7.8.11 Self-evaluate writing	pp. 115, 176-177, 832, 902, 915
<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.9.8.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	pp. 896-898
<b>Making Connections</b>	R.9.8.2 Evaluate the interrelations of text and world issues/events by applying connection strategies	pp. 52, 118, 179, 246, 301, 360, 462, 575, 690, 773, 835, 890

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	R.9.8.3 Connect, compare, and contrast ideas, themes, and issues across texts	pp. 52, 118, 179, 246, 301, 360, 462, 575, 690, 773, 835, 890
<b>Using questioning and monitoring</b>	R.9.8.4 Defend questions formulated and purposes established for reading	pp. 52, 118, 179, 246, 301, 360, 462, 575, 690, 773, 835, 890
	R.9.8.5 Generate and define questions related to universal themes to interpret meaning	pp. 52, 118, 179, 246, 301, 360, 462, 575, 690, 773, 835, 890
	R.9.8.6 Monitor reading strategies, including rereading, using resources, and questions, and modify them when understanding breakdowns	pp. 894-901
<b>Using inferences and interpretations</b>	R.9.8.7 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	pp. 52, 118, 179, 246, 301, 360, 462, 575, 690, 773, 835, 890
	R.9.8.8 Infer a character's role in development of plot and theme	pp. 5, 35, 52-53, 57, 66, 90, 118-119, 159, 180, 246-247, 301-302, 466, 467, 490-492, 502, 656, 659, 773, 990, 992
	R.9.8.9 Infer mood and theme of text	pp. 5, 35, 52-53, 90, 118-119, 159, 180, 200, 246-247, 301-302, 393, 424, 467, 490-491, 679, 773, 988-989, 992
	R.9.8.10 Use literary elements and historical context to infer author's intent	pp. 36, 58, 70, 99, 124, 186, 201, 224, 258, 265, 378, 394, 436, 482, 790
	R.9.8.11 Analyze the literary elements of plot, subplot, and climax, and explain the way in which conflicts are resolved or unresolved	pp. 57, 66, 403, 408, 466, 492, 502, 656, 659, 984, 990

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	R.9.8.12 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. 69, 279, 345, 352, 469, 478-479, 986, 990, 993
	R.9.8.13 Distinguish among stated fact, reasoned judgment, and opinion in text	pp. 596, 804, 961
<b>Determining Importance</b>	R.9.8.14 Classify and organize information from more than one text, based on purpose and/or level of importance	pp. 12, 53, 57, 69, 92, 104, 137, 159, 185, 231, 251, 257, 264, 280
	R.9.8.15 Identify main ideas and supporting evidence in short stories and novels	pp. 13, 36, 58, 70, 186, 201, 224, 316, 326, 341, 349, 467-468
	R.9.8.16 Use the <i>text features</i> to locate and recall information, with emphasis on text organizers	pp. 12, 53, 57, 69, 92, 104, 137, 159, 185, 231, 251, 257, 264, 280
	R.9.8.17 Determine text structure(s) to enhance understanding	pp. 896
	R.9.8.18 Organize information, including simple outlining	pp. 12, 53, 57, 69, 92, 104, 137, 159, 185, 231, 251, 257, 264, 280, 512, 913
	R.9.8.19 Use skimming, scanning, note-taking, outlining, and questioning as study strategies	pp. 897
<b>Summarizing and Synthesizing</b>	R.9.8.20 Synthesize information from multiple texts and provide evidence to support	pp. 963, 965, 971

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Evaluating</b>	R.9.8.21 Evaluate conflicts, motivations, points of view, and changes that affect the plot or theme	pp. 57, 66, 69, 264, 271, 279, 352, 466, 469, 478-479, 492, 502, 656, 659, 805, 816, 984, 986, 987, 990
	R.9.8.22 Evaluate personal, social, and political issues as presented in text	pp. 36, 58, 70, 99, 124, 186, 201, 224, 258, 265, 378, 394, 436, 482, 790
<b>Exhibits behaviors and habits of an active reader</b>	R.10.8.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	pp. 45, 111, 167, 239, 295, 354, 455, 565, 765, 828, 883
	R.10.8.2 Read texts that reflect contributions of different cultural groups	pp. 58, 70, 81-83, 201, 210, 219, 234, 258, 265
	R.10.8.3 Vary reading strategies according to text and purpose	pp. 58, 70, 81-83, 201, 210, 219, 234, 258, 265
<b>Reading a variety of informational materials for enjoyment, critical analysis, and evaluation</b>	R.10.8.4 Examine the author’s credibility, use of text structure, word choice, and viewpoint to evaluate message	pp. 58, 70, 81-83, 201, 210, 219, 234, 258, 265, 896, 960-964
	R.10.8.5 Use skimming, scanning, note taking, outlining, and questioning as study strategies	pp. 897, 964-969
	R.10.6.7 Select informational sources appropriate for a given purpose	pp. 11, 34, 110, 198, 222, 324, 347, 392, 433, 479, 584, 787, 816, 853, 872, 878
<b>Reading a variety of literature for enjoyment, critical analysis and evaluation</b>	R.10.8.6 Read a variety of literature, including essays and plays	pp. 694, 776, 817, 985-986

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	R.10.8.7 Evaluate the credibility of the narrator	pp. 53, 119, 596, 963
	R.10.8.8 Identify the basic parts of drama	pp. 694, 985
	R.10.8.9 Describe how stage directions help the reader understand a play	pp. 694, 992
<b>Reading a variety of poetry for enjoyment, critical analysis and evaluation</b>	R.10.8.10 Read a variety of poetry, with emphasis on <i>free verse</i>	79, 84-85, 585, 588, 656, 660, 987
	R.10.8.11 Interpret poetry, noting distinctive poetic devices	pp. 6, 9, 75, 81, 82, 83, 87, 88, 99, 100, 105, 148, 153, 206, 219, 252, 278, 580, 590, 604, 622
<b>Reading a variety of practical materials for enjoyment, critical analysis and evaluation</b>	R.10.8.12 Read and utilize functional/ <i>practical texts</i> , including manuals, memos, job applications, and career guides	pp. 91, 263, 788, 977-978
	R.10.8.13 Analyze newspaper articles and editorials for bias and propaganda	pp. 454, 840, 896
<b>Word recognition</b>	R.11.8.1 Automatically decode words to ensure focus on comprehension	pp. 91, 314, 899-901
	R.11.8.2 Continue to develop and maintain an adequate body of sight words	pp. 91, 314, 899-901
	R.11.8.3 Add content words to sight vocabulary	pp. 52, 58, 70, 91, 93, 98, 105, 124, 131, 139, 147, 164, 187, 192, 200, 209, 218, 223, 228

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
<b>Word Study and Vocabulary</b>	R.11.8.4 Use knowledge of root words and affixes and word relationships to determine meaning	pp. 899-901
	R.11.8.5 Use context to determine meaning of multiple meaning words	pp. 899
	R.11.8.6 Use resources to determine meaning of technical and specialized vocabulary	pp. 661, 898, 899-900, 909, 966
	R.11.8.7 Determine useful and relevant words	pp. 52, 58, 70, 91, 93, 98, 105, 124, 131, 139, 147, 164, 187, 192, 200, 209, 218, 223, 228
	R.11.8.8 Identify and explains similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases	pp. 35, 43, 198, 255, 367, 375, 377, 385, 578, 601, 639, 642, 643, 647, 673, 679, 793, 982, 987, 988, 990, 992
	R.11.8.9 Identify how words from other cultures have been incorporated into English vocabulary usage.	pp. 900
	R.11.8.10 Use context, structure, denotations and connotations to determine meaning of words and phrases	pp. 901
<b>Reading with fluency</b>	R.11.8.11 Read grade level text with an approximate rate of 171 words per minute	pp. 238, 256, 446
	R.11.8.12 Read grade level text orally with accuracy and	pp. 238, 256, 446

	<b>Standards</b>	<b>EMC Correlation Pages – Responding to Literature</b>
	expression	