

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
<b>Speaking to share understanding and information</b>	OV.1.9.1 Adjust oral language to audience and appropriately apply the rules of standard English	pp. 409, 748-750, 980, 1015-1016, 1019-1029
	OV.1.9.2 Prepare and participate in structured discussions, such as panel discussions	pp. 28, 215, 460, 537, 600, 631, 920, 1022-1023, 1028
	OV.1.9.3 Use appropriate <i>visual aids in presentations</i>	pp. 537, 555-556, 1029
<b>Speaking for literary response, expression and analysis</b>	OV.1.9.4 Participate in a variety of such speaking activities as scenes from a play, oral book reports, monologues, memorization of lines, character analysis, and literary reviews	pp. 59, 86, 96, 102, 116, 122, 179, 281, 348, 376, 490, 537, 575, 587, 613, 638, 657, 678, 721, 737, 761, 815, 831, 837, 890, 1024-1027, 1029
<b>Listening for information, interpretation, critical analysis, and evaluation</b>	OV.2.9.1 Analyze how the conventions of English affect oral expressions	pp. 51, 460, 980, 982, 985, 1016-1018
	OV.2.9.2 Establish a purpose for listening and identify relevant information	pp. 376, 657, 1016-1018
	OV.2.9.3 Identify barriers to listening and generate methods to overcome them	pp. 376, 657, 1016-1018
	OV.2.9.4 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret speaker's message	pp. 376, 657, 1016-1018
<b>Analyzing media</b>	OV.3.9.1 Compare the advantages and disadvantages of various types of media	pp. 16, 51, 73, 265, 504, 1014-1043

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	OV.3.9.2 Articulate personal response to such media as editorials, news stories, and advertisements	pp. 1041-1042, 1043
<b>Evaluating media credibility</b>	OV.3.9.3 Identify and evaluate a media source for bias and <i>point of view</i>	pp. 1017-1018, 1031-1032, 1035
<b>Prewriting</b>	W.4.9.1 Generate, gather, and organize ideas for writing	pp. 63-66, 152-154, 286-288, 413-414, 492-493, 554-555, 614-615, 687-688, 746-747, 808, 862-863, 941-942, 960-972
	W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration	pp. 63-66, 152-154, 286-288, 413-414, 492-493, 554-555, 614-615, 687-688, 746-747, 808, 862-863, 941-942, 960-972
<b>Drafting</b>	W.4.9.3 Communicate clearly the purpose of the writing	pp. 66-67, 155-156, 288, 415, 494, 556, 616-617, 689-690, 749, 809, 864-865, 942, 960, 973-974
	W.4.9.4 Write clear and varied sentences	pp. 66-67, 155-156, 288, 415, 494, 556, 616-617, 689-690, 749, 809, 864-865, 942, 960, 973-974
	W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	pp. 66-67, 155-156, 288, 415, 494, 556, 616-617, 689-690, 749, 809, 864-865, 942, 960, 973-974
	W.4.9.6 Adapt content vocabulary, <i>voice</i> , and <i>tone</i> to audience, purpose, and situation	pp. 63, 154, 286, 413, 414, 426, 492, 493, 554-555, 614, 687, 746, 808, 863, 941, 961-962
	W.4.9.7 Arrange paragraphs into a logical progression with appropriate transition	pp. 66-67, 155-156, 288, 415, 494, 556, 616-617, 689-690, 749, 809, 864-865, 942, 960, 973-974
<b>Revising</b>	W.4.9.8 Revise content of writing for central idea, elaboration, unity, and organization	pp. 69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	W.4.9.9 Revise <i>style</i> of writing for selected vocabulary, selected information, sentence variety, <i>tone</i> and <i>voice</i>	pp. 69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976
	W.4.9.10 Revise <i>sentence formation</i> in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences	pp. 69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976
<b>Editing</b>  <i>Note to teacher:</i> Align with Conventions Standard.	W.4.9.11 Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions	pp. 69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976
	W.4.9.12 Apply grammatical conventions for capitalization, punctuation, formatting, and spelling	pp. 69, 157, 289, 495-496, 558, 619, 690, 811, 867, 943, 960, 975-976, 1009-1013
<b>Publishing</b>	W.4.9.13 Refine selected pieces frequently to publish for intended audiences and purposes	pp. 71, 157, 290, 498, 559, 751, 811, 869, 945, 960, 978-979
	W.4.9.14 Maintain a writing <i>portfolio</i> that exhibits growth and reflection in the progress of meeting goals and expectations	pp. 978
	W.4.9.15 Use available technology for all aspects of the <i>writing process</i>	pp. 978
<b>Purposes and Audiences</b>	W.5.9.1 Adjust levels of formality, <i>style</i> , and <i>tone</i> when composing for different audiences	pp. 63, 154, 286, 414, 426, 492, 555, 614, 687, 746, 808, 863, 941, 961-962

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
<b>Topics and Forms</b>	<p>W.5.9.2 Write biographies or autobiographies that</p> <ul style="list-style-type: none"> <li>• communicate the significance of the events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in <i>point of view</i></li> </ul>	pp. 587, 614-621
	<p>W.5.9.3 Write <i>expository</i> compositions, including analytical essays and research reports that</p> <ul style="list-style-type: none"> <li>• assemble and convey evidence in support of the thesis</li> </ul>	pp. 28, 686-693, 713, 745
	<p>W.5.9.4 Write using <i>rhetorical strategies</i> with special emphasis on definition, narration, description, exemplification, and compare/contrast</p>	pp. 16, 28, 600, 678, 761, 771, 861-869, 961, 971, 974
	<p>W.5.9.5 Write a variety of letters including letter of apology that</p> <ul style="list-style-type: none"> <li>• follow a conventional format</li> <li>• address the intended audience</li> <li>• provide clear, purposeful information</li> </ul>	pp. 86, 91, 122, 147, 179, 197, 223, 251, 273, 376, 391, 445, 467, 473, 483, 516, 528, 537, 552, 571, 575, 587, 594, 600, 613, 631, 648, 666, 721, 771, 874, 796, 801, 831, 843, 860
	<p>W.5.9.6 Write poems using a range of poetic techniques, forms, and figurative language, emphasizing <i>narrative</i> poetry</p>	pp. 23, 44, 86, 106, 116, 273, 347, 391, 516, 579, 587, 721, 784, 801, 806, 837
	<p>W.5.9.7 Write responses to literature that</p> <ul style="list-style-type: none"> <li>• articulate the significant ideas of literary works</li> <li>• support important ideas with evidence from text</li> </ul>	pp. 94-95, 101, 167, 266, 272, 274, 280, 392, 408, 588, 593, 875, 882, 891, 898, 1081

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	W.5.9.8 Write on demand to a specified prompt within a given time frame	pp. 492, 688, 965
	W.5.9.9 Write across the curriculum	pp. 62, 151, 284, 412, 491, 553, 614, 686, 745, 807, 861, 937
<b>Sentence Formation</b>	W.6.9.1 Use knowledge of types of clauses (main, subordinate)	pp. 552, 721, 761, 784, 796, 801, 806, 1005, 1007-1008
	W.6.9.2 Use parallel structures	pp. 587, 867-869, 993
	W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participles)	pp. 544, 843, 853, 883, 899, 984, 1006-1007
<b>Usage</b>	W.6.9.4 Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case	pp. 32, 91, 96, 106, 122, 147, 155-157, 223, 241, 287-288, 289, 348, 490, 613, 703, 730, 983, 987-988, 980, 994-995, 997, 999-1001, 1006
	W.6.9.5 Distinguish between active and passive voice	pp. 678, 860, 993, 1003
	W.6.9.6 Maintain consistent verb tense within a writing product	pp. 32, 59, 179, 223, 418-419, 516, 631, 638, 648, 685, 744, 837, 909, 983-984, 987, 988-990, 994-996, 1001-1003
	W.6.9.7 Select appropriate pronouns when writing	pp. 106, 122, 155-156, 223, 288, 613, 703, 730, 983, 988, 990, 994, 999-1001, 1006
<b>Spelling</b>	W.6.9.8 Apply conventional spelling to all pieces	pp. 1012-1014

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
<b>Capitalization</b>	W.6.9.9 Apply conventional rules of capitalization in writing	pp. 1011-1013
<b>Punctuation</b>	W.6.9.10 Use commas and semicolons to distinguish and divide main and subordinate clauses	pp. 528, 558-559, 831, 1009-1010
	W.6.9.11 Use colons and dashes effectively in writing	pp. 1010-1011
	W.6.9.12 Use punctuation correctly and recognize its effect on sentence structure	pp. 1009-1011
<b>Purposefully shaping and controlling language</b>	W.7.9.1 Use figurative language effectively with emphasis on simile and personification	pp. 29, 31, 97, 107, 110, 113, 115, 117, 121, 123, 146, 436, 444, 461, 466, 468, 472, 508, 515, 567, 570, 627, 639, 647, 679, 757, 760-761, 797, 800, 802, 805, 819, 830, 838, 842, 875, 882, 884, 889, 993, 1075, 1079
	W.7.9.2 Use a variety of sentence structures, types, and lengths to contribute to <i>fluency</i> and interest	pp. 265, 273, 281, 435, 558-559, 594, 986-993
	W.7.9.3 Consider purpose, speaker, audience, and form when completing assignments emphasizing narration	pp. 63, 154, 286, 414, 426, 592, 555, 614, 687, 746, 808, 863, 941, 961-962
	W.7.9.4 Demonstrate organization, unity, and coherence by using direct transitions and sequencing	pp. 969-972
	W.7.9.5 Use extension and elaboration to develop an idea emphasizing the use of appositives	pp. 983, 1005
	W.7.9.6 Use <i>concrete information</i> for elaboration	pp. 96, 147, 686-693, 713, 745, 899, 936

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	W.7.9.7 Use precise word choices that convey specific meaning	pp. 59, 91, 106, 241, 265, 409, 575, 721, 744, 853, 961
	W.7.9.8 Personalize writing to convey <i>voice</i> in formal and informal pieces	pp. 154, 286, 413, 493, 554-555, 687, 808, 941, 962
	W.7.9.9 Evaluate own writing to determine the best features of a piece of writing	pp. 68-69, 156-157, 288, 415, 494, 557, 617, 690, 749-750, 810, 865, 943, 960, 974-975
<b>Literal and inferential understanding</b>	R.9.9.1 Connect own background knowledge, including personal experience and perspectives shaped by age, gender, class, or national origin, to determine author’s purpose	pp. 72, 160, 291, 421, 499, 560, 623, 694, 752, 814, 870, 946, 954, 955
	R.9.9.2 Identify specific ways an author accomplishes purpose, including organization, <i>narrative</i> and persuasive techniques, <i>style</i> , literary forms or genre, portrayal of themes, <i>tone</i> , and intended audiences	pp. 97, 101, 167, 266, 427, 446, 454, 456, 459, 461, 466, 538, 699, 702, 838, 1071, 1080-1081
	R.9.9.3 Differentiate among strategies to aid comprehension, including skimming, scanning, note taking, outlining, questioning, creating graphic organizers, and annotating	pp. 6, 11, 52, 87, 274, 428, 436, 580, 627, 950-952, 952-954, 954-957
	R.9.9.4 Recognize how works of a given period reflect author’s background, historical events, and cultural influences	pp. 72, 160, 291, 421, 499, 560, 623, 694, 752, 814, 870, 946, 954, 955

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	R.9.9.5 Draw inferences from a sentence or a paragraph (including conclusions, generalizations, and predictions) and support them with text evidence	pp. 50, 169, 181, 199, 217, 225, 243, 518, 569, 589, 596, 602, 628, 633, 640, 650, 659, 954
	R.9.9.6 Recognize the role of bias for both author and reader in the comprehension of a text	pp. 50, 169, 181, 199, 217, 225, 243, 518, 569, 589, 596, 602, 628, 633, 640, 650, 659, 954, 1030-1033
	R.9.9.7 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	pp. 495-497, 973, 1082
<b>Summary and generalization</b>	R.9.9.8 Summarize and paraphrase structures in informational and literary texts, including relationships among concepts and details	pp. 23, 36, 528, 649, 951, 1036, 1046, 1061, 1075
<b>Analysis and evaluation</b>	R.9.9.9 Discriminate between fact/opinion and fiction/nonfiction	pp. 1031-1033
	R.9.9.10 Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes	pp. 123, 168, 224, 297, 428, 446, 474, 529, 567, 627, 658, 667, 699, 731, 757, 819
	R.9.9.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)	pp. 216, 222, 242, 250, 428, 434, 446, 454, 584, 586, 639, 647, 844, 852, 884, 1076
	R.9.9.12 Define fallacies and identify fallacies in a text	pp. 1031-1033



	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	R.9.9.13 Identify and discuss a position using concepts gained from reading. (e.g., debate, discussion, position paper, etc.)	pp. 28, 215, 460, 537, 600, 631, 920, 1022-1023, 1028
	R.9.9.14 Identify and categorize figures of speech and <i>sound devices</i> , including simile, metaphor, personification, hyperbole, oxymoron, and pun	pp. 97, 107, 110, 117, 121, 216, 222, 252, 264, 266, 272, 298, 324, 436, 444, 461, 466, 508, 515, 567, 570, 572, 574, 627, 679, 713, 761, 1071, 1075, 1077
<b>Practical Texts</b>	R.10.9.1 Read across the curriculum a variety of such <i>practical texts</i> as advertisements, warranties, manuals, handbooks, agendas, labels, warnings and directions	pp. 426, 504,505, 507, 952, 956, 958
	R.10.9.2 Evaluate clarity and accuracy of information in <i>practical texts</i>	pp. 426, 504,505, 507, 745, 952, 956, 958, 967, 974
<b>Poetry</b>	R.10.9.3 Read a variety of <i>narrative</i> poetry, including ballad and epic	pp. 5, 76, 113, 115, 117, 121, 123, 146, 1026-1027, 1063, 1068, 1074
	R.10.9.4 Define and identify poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and <i>sound devices</i>	pp. 78, 79, 80, 85, 87, 90, 567, 570, 802, 805, 1072-1073, 1074-1075, 1077-1078, 1080
	R.10.9.5 Identify the characteristics of <i>narrative</i> poetry	pp. 76, 113, 115, 117, 121, 1026-1027, 1074
	R.10.9.6 Read traditional and contemporary works of poets from many cultures	pp. 76-150, 567, 572, 576, 580, 584, 632, 637, 699, 715, 728, 757, 794, 797, 802, 804, 832, 835, 1076
	R.10.9.7 Identify the concept of <i>persona</i>	pp. 1075

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	R.10.9.8 Identify techniques poets use to evoke emotion in a reader	pp. 76-150, 567, 572, 576, 580, 584, 632, 637, 699, 715, 728, 757, 794, 797, 802, 804, 832, 835, 1076
	R.10.9.9 Explain how word choice in a poem creates <i>tone</i> and <i>voice</i>	pp. 76-150, 567, 572, 576, 580, 584, 632, 637, 699, 715, 728, 757, 794, 797, 802, 804, 832, 835, 1076.
	R.10.9.10 Paraphrase and interpret to find the meaning of selected poems, emphasizing the line	pp. 76-150, 567, 572, 576, 580, 584, 632, 637, 699, 715, 728, 757, 794, 797, 802, 804, 832, 835, 1076
<b>Drama</b>	R.10.9.11 Read a variety of dramatic selections, including an Elizabethan tragedy	pp. 76, 298, 9211026-1027, 1067-1068
	R.10.9.12 Identify the two basic parts of drama: staging and scripting	pp. 296, 297, 1080
	R.10.9.13 Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types	pp. 76, 296, 298, 427, 1063, 1067, 1079
	R.10.9.14 Compare and contrast the elements of character, setting, and plot in drama	pp. 76, 298, 9211026-1027, 1067-1068
	R.10.9.15 Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	pp. 296, 297, 1080
	R.10.9.16 Define and identify the elements of Elizabethan tragedy	pp. 296-390

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
<b>Literary and Content Prose</b>	R.10.9.17 Read a variety of literary and <i>content prose</i>	pp. 116, 180, 252, 428, 446, 461, 468, 474, 484
	R.10.9.18 Recognize the influence of historical context on the form, style, and <i>point of view</i> of a written work	pp. 116, 180, 252, 428, 446, 461, 468, 474, 484
	R.10.9.19 Identify the characteristics that distinguish literary forms from different cultures	pp. 4, 6, 11, 17, 24, 29, 33, 37, 45, 48, 52, 56, 80, 113, 436, 446, 461
	R.10.9.20 Identify and define literary terms	pp. 4, 6, 11, 17, 24, 29, 33, 37, 45, 48, 52, 56, 80, 113, 436, 446, 461
	R.10.9.21 Explain the relationship between the author's <i>style</i> and literary effect	pp. 4, 6, 11, 17, 24, 29, 33, 37, 45, 48, 52, 56, 80, 113, 436, 446, 461
	R.10.9.22 Identify literary elements in a work	pp. 4, 6, 11, 17, 24, 29, 33, 37, 45, 48, 52, 56, 80, 113, 436, 446, 461
	R.10.9.23 Explain the use of verbal irony, dramatic irony, and situational irony	pp. 37, 43, 198, 214, 274, 280, 349, 375, 576, 578, 601, 612, 667, 677, 981-982, 1071-1072
<b>Word study and vocabulary</b>	R.11.9.1 Expand vocabulary through reading, listening, and discussing	pp. 957-959
	R.11.9.2 Use roots, prefixes, and suffixes to define words	pp. 197, 883, 958
	R.11.9.3 Use reference materials including glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage of words	pp. 957-958, 969, 1039-1040

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
	R.11.9.4 Distinguish between connotation and denotation	pp. 959
<b>Accessing information</b>	IR.12.9.1 Generate open-ended questions to select a topic	pp. 63-66, 152-154, 286-288, 413-414, 492-493, 554-555, 614-615, 687-688, 746-747, 808, 862-863, 941-942, 960-972
	IR.12.9.2 Establish a focus for research and design a research plan to answer a specific question	pp. 796, 890
	IR.12.9.3 Determine the purpose of using different research tools to access multiple sources	pp. 112, 241, 537, 575, 688, 703, 784, 796, 909, 1036-1040
	IR.12.9.4 Use a variety of electronic sources to access information	pp. 16, 112, 241, 537, 575, 688, 703, 784, 796, 909, 1041-1043
<b>Evaluating credibility and identifying relevant information</b>	IR.12.9.5 Recognize ways to assess the credibility of authors and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)	pp. 1031-1032, 1041-1043
	IR.12.9.6 Recognize ways to verify the accuracy and usefulness of information	pp. 1031-1032, 1041-1043
<b>Using questioning and monitoring</b>	IR.12.9.7 Distinguish between <i>primary</i> and <i>secondary sources</i>	pp. 1039
	IR.12.9.8 Define plagiarism and cite quoted sources to avoid plagiarism	pp. 1046-1048
	IR.12.9.9 Differentiate among paraphrasing, summarizing and plagiarizing	pp. 376, 1036, 1046

	<b>Standards</b>	<b>EMC Correlation Pages – Experiencing Literature</b>
<b>Interpreting and presenting information</b>	IR.12.9.10 Organize information and use a style manual such as MLA or APA to create <ul style="list-style-type: none"> <li>• Note cards</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> </ul>	pp. 688, 969-971, 1036, 1044
	IR.12.9.11 Summarize, paraphrase, and/or quote relevant information	pp. 376, 1036, 1046
	IR.12.9.12 Create research products such as <ul style="list-style-type: none"> <li>• Oral <i>presentation</i></li> <li>• Reports</li> <li>• Essays</li> </ul>	pp. 689-690, 1047