

**Correlation of EMC Publishing's**

***Mirrors and Windows, Level V***

**to South Carolina's Standards for English 2**

**READING**

**Understanding and Using Literary Texts**

**Standard E2-1      The student will read and comprehend a variety of literary texts in print and non-print formats.**

**Indicators**

- E2-1.1      Compare/contrast ideas within and across literary texts to make inferences.  
p. 4, 6, 22, 32, 126, 179, 220, 223, 230, 240, 244, 270, 361, 392, 396, 454, 457, 505, 506, 512, 518, 522, 742, 744, 750, 763, 767, 769, 772, 782, 888
- E2-1.2      Analyze the impact of point of view on literary texts.  
p. 3, 42-44, 49, 50, 56, 131, 221, 226, 229, 231
- E2-1.3      Analyze devices of figurative language (including extended metaphor, oxymoron, pun, and paradox).  
p. 108, 116, 234, 243, 244, 391, 428, 429, 444-446, 462, 464
- E2-1.4      Analyze the relationship among character, plot, conflict, and theme in a given literary text.  
p. 3, 5, 11-14, 24, 28, 30, 33, 36, 60-62, 78, 106-108, 116, 118, 124, 131, 234, 239, 244, 406, 408, 454, 457, 503-505, 530, 550, 694, 748, 750, 752, 778, 802
- E2-1.5      Analyze the effect of the author's craft (including tone and the use of imagery, flashback, foreshadowing, symbolism, irony, and allusion) on the meaning of literary texts.  
p. 3, 13, 14, 16, 18, 20, 24, 94, 102, 246, 254, 260, 268, 294, 298, 300, 308, 312, 360, 391, 393, 396-400, 402, 445, 452, 466, 469, 619, 681, 824, 832
- E2-1.6      Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).  
p. 11, 25, 39, 49, 57, 79, 103, 117, 127, 231, 245, 271, 295, 397, 403, 409, 415, 432, 441, 458, 465, 523, 695

- E2-1.7 Compare/contrast literary texts from various genres (for example, poetry, drama, novels, and short stories).  
p. 38, 62, 126, 234, 244, 260, 399, 412, 420, 451, 454, 457, 760, 778, 794, 802
- E2-1.8 Read independently for extended periods of time for pleasure.  
p. 132, 137, 150, 157, 167, 180, 185, 195, 200, 204, 340, 353, 362, 370, 376, 473, 475, 477, 478, 480, 482, 483, 486, 488, 700, 708, 726

## **READING**

### **Understanding and Using Informational Texts**

**Standard E2-2      The student will read and comprehend a variety of informational texts in print and non-print formats.**

#### **Indicators**

- E2-2.1 Compare/contrast theses within and across informational texts.  
p. 89, 90, 155, 156, 163-166, 219, 256, 282, 302, 316, 317, 323, 324, 333, 334, 424-426, 484, 485, 551-553, 725, 821, 822, 916, 917
- E2-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.  
p. 90, 156, 230, 256, 278, 282, 302, 312, 324, 334, 369, 642, 725
- E2-2.3 Analyze informational texts for author bias (including word choice, the exclusion and inclusion of particular information, and unsupported opinions).  
p. 56, 256, 257, 282, 308, 317, 318, 322, 325
- E2-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).  
p. 91, 257, 283, 303, 313, 325, 335, 643
- E2-2.5 Analyze the impact that text elements have on the meaning of a given informational text.  
p. 298, 300, 303, 308, 312, 328, 332, 347
- E2-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.  
p. 91, 316, 320, 321, 1035, 1038
- E2-2.7 Analyze propaganda techniques in informational texts.  
p. 256, 282, 302, 312, 317, 318, 322, 324
- E2-2.8 Read independently for extended periods of time to gain information.  
p. 163, 340, 347, 353, 362, 368, 370, 376, 918, 928

## READING

### Building Vocabulary

**Standard E2-3**      **The student will use word analysis and vocabulary strategies to read fluently.**

#### Indicators

- E2-3.1      Use context clues to determine the meaning of technical terms and other unfamiliar words.  
p. 5, 14, 28, 44, 50, 82, 94, 118, 221, 246, 278, 286, 298, 318, 412, 471, 786, 1040
- E2-3.2      Analyze the meaning of words by using Greek and Latin roots and affixes. (See *Instructional Appendix: Greek and Latin Roots and Affixes.*)  
p. 306, 307, 314, 315, 746, 1041
- E2-3.3      Interpret euphemisms and the connotations of words to understand the meaning of a given text.  
p. 274, 434, 435, 746, 786, 804, 1047
- E2-3.4      Spell new words using Greek and Latin roots and affixes (See *Instructional Appendix: Greek and Latin Roots and Affixes.*)  
p. 314, 315, 602, 603, 1041, 1081-1083

## WRITING

### Developing Written Communications

**Standard E2-4**      **The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.**

#### Indicators

- E2-4.1      Organize written works using prewriting techniques, discussions, graphic organizers, models, and outlines.  
p. 206, 207, 378, 379, 490, 4914, 728, 729, 874, 876, 1018, 1019
- E2-4.2      Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).  
p. 104, 105, 326, 327, 336, 337, 460, 461, 1048-1050

- E2-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).  
p. 11, 79, 103, 127, 203, 214, 245, 276, 369, 386, 403, 451, 469, 481, 498, 728-735, 884, 871, 973, 980, 1026, 1027
- E2-4.4 Use grammatical conventions of written Standard American English, including
- subject-verb agreement,
  - pronoun-antecedent agreement,
  - agreement of nouns and their modifiers,
  - verb formation,
  - pronoun case,
  - formation of comparative and superlative adjectives and adverbs, and
  - idiomatic usage.
- (See *Instructional Appendix: Composite Writing Matrix*.)  
p. 26, 27, 58, 59, 284, 285, 304, 404, 834, 835, 1054-1059, 1064, 1065
- E2-4.5 Revise writing to improve clarity, tone, voice, content, and the development of ideas. (See *Instructional Appendix: Composite Writing Matrix*.)  
p. 208-210, 380-382, 492-494, 732, 878-880, 1020-1022
- E2-4.6 Edit written pieces for the correct use of Standard American English, including the reinforcement of conventions previously taught. (See *Instructional Appendix: Composite Writing Matrix*.)  
p. 210, 382, 383, 494, 732, 880, 1022, 1072-1079

## WRITING

### Producing Written Communications in a Variety of Forms

**Standard E2-5      The student will write for a variety of purposes and audiences.**

#### Indicators

- E2-5.1 Create informational pieces (for example, resumes, memos, letters of request, inquiry, or complaint) that use language appropriate for the specific audience.  
p. 25, 49, 103, 166, 231, 271, 283, 325, 335, 403, 409, 432, 441, 469, 473, 479, 483, 487, 523
- E2-5.2 Create narrative pieces (for example, personal essays, memoirs, or narrative poems) that use figurative language and word choice to create tone and mood.  
p. 11, 156, 194, 219, 276, 295, 346, 369, 378-383, 432, 458, 473, 479, 707, 847, 856, 871, 894, 917, 930, 973, 999

- E2-5.3 Create descriptive pieces (for example, personal essays, travel writing, or restaurant reviews) that use sensory images and vivid word choice.  
p. 91, 179, 184, 219, 276, 313, 403, 416, 427, 469, 745, 759, 803, 833, 847, 902, 927, 999
- E2-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and first-hand accounts).  
p. 103, 203, 257, 276, 303, 313, 369, 451, 477, 725, 728-735, 840, 851, 856, 980
- E2-5.5 Create technical pieces (for example, proposals, instructions, and process documentation) that use clear and precise language suitable for the purpose and audience.  
p. 91, 271, 335, 403, 441, 473, 479, 759

## **RESEARCHING**

### **Applying the Skills of Inquiry and Oral Communication**

**Standard E2-6      The student will access and use information from a variety of sources.**

#### **Indicators**

- E2-6.1 Clarify and refine a research topic.  
p. 11, 25, 49, 79, 103, 127, 231, 257, 271, 283, 295, 303, 313, 335, 397, 409, 415, 441, 469, 523, 643, 695, 783, 793, 803, 823
- E2-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.  
p. 127, 231, 409, 458, 793, 823, 877, 878, 1103-1106
- E2-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.  
p. 127, 427, 458, 874, 875, 877, 881, 1103-1106
- E2-6.4 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.  
p. 91, 210, 303, 317, 382, 494, 732, 880, 1022
- E2-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.  
p. 25, 39, 57, 79, 103, 117, 205, 271, 283, 295, 303, 313, 335, 397, 409, 415, 441, 469, 523, 643, 695, 783, 793, 803, 823

- E2-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.  
p. 91, 117, 245, 257, 303, 316, 325, 397, 415, 469, 643, 695, 783, 793
- E2-6.7 Use a variety of print and electronic reference materials.  
p. 57, 91, 257, 303, 313, 325, 397, 409, 415, 441, 469, 643, 783, 793
- E2-6.8 Design and carry out research projects by selecting a topic, constructing inquiry questions, accessing resources, evaluating credibility, and organizing information.  
p. 11, 39, 57, 91, 103, 117, 127, 231, 257, 271, 303, 313, 325, 397, 409, 415, 432, 441, 451, 458, 469, 523, 643, 695, 759, 783, 793, 823, 833