

**Correlation of  
EMC Publishing  
Mirrors & Windows, Level III**

**to  
Michigan English Language Arts Standards and Benchmarks**

NOTE: Page references are representative, not all-inclusive.

Middle School	Level III
<b>MEANING AND COMMUNICATION</b>	
<b>Content Standard 1: All students will read and comprehend general and technical material.</b>	
1. Use reading for multiple purposes, such as enjoyment, clarifying information, and learning complex procedures.	<b>Level III</b> <b>ATE pg:</b> 8, 280, 618, 786
2. Read with developing fluency a variety of texts, such as short stories, novels, poetry, plays, textbooks, manuals, and periodicals.	<b>Level III</b> <b>ATE pg:</b> 618, 679, 780
3. Employ multiple strategies to construct meaning, such as generating questions, studying vocabulary, analyzing mood and tone, recognizing how authors use information, generalizing ideas, matching form to content, and developing reference skills.	<b>Level III</b> <b>ATE pg:</b> 421, 653, 793
4. Employ multiple strategies to recognize words as they construct meaning, including the use of context clues, word roots and affixes, and syntax.	<b>Level III</b> <b>ATE pg:</b> 581, 639, 793
5. Respond to a variety of oral, visual, written, and electronic texts by making connections to their personal lives and the lives of others.	<b>Level III</b> <b>ATE pg:</b> 76, 90, 101
<b>Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</b>	
1. Write fluently for multiple purposes to produce compositions, such as personal narratives, persuasive essays, lab reports, and poetry.	<b>Level III</b> <b>ATE pg:</b> 130, 262, 602
2. Recognize and use authors' techniques that convey meaning and build empathy with readers when composing their own texts. Examples include appeals to reason and emotion, use of figurative language, and grammatical conventions which assist audience comprehension.	<b>Level III</b> <b>ATE pg:</b> 130, 262, 602
3. Plan and draft texts, and revise and edit their own writing, and help others revise and edit their texts in such areas as content, perspective, and effect.	<b>Level III</b> <b>ATE pg:</b> 130, 262, 602
4. Select and use appropriate language conventions when editing text. Examples include various grammatical constructions, subject verb agreement, punctuation, and spelling.	<b>Level III</b> <b>ATE pg:</b> 134, 266, 606

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<b>Content Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.</b>	
1. Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on career exploration.	<b>Level III</b> <b>ATE pg:</b> 253, 260, 784
2. Begin to implement strategies to regulate effects of variables of the communication process. An example is selecting a format for the message to influence the receiver's response.	<b>Level III</b> <b>ATE pg:</b> 242, 260, 784
3. Read and write fluently, speak confidently, listen and interact appropriately, view critically, and represent creatively. Examples include reporting formally to an audience, debating issues, and interviewing members of the public.	<b>Level III</b> <b>ATE pg:</b> 210, 345, 784
4. Practice verbal and nonverbal strategies that enhance understanding of spoken messages and promote effective listening behaviors. Examples include altering inflection, volume, and rate, using evidence, and reasoning.	<b>Level III</b> <b>ATE pg:</b> 198, 504, 570
5. Select appropriate strategies to construct meaning while reading, listening to, viewing, or creating texts. Examples include generating relevant questions, studying vocabulary, analyzing mood and tone, recognizing how authors and speakers use information, and matching form to content.	<b>Level III</b> <b>ATE pg:</b> 76, 358, 653
6. Determine the meaning of unfamiliar words and concepts in oral, visual, and written texts by using a variety of resources, such as semantic and structural features, prior knowledge, reference materials, and electronic sources.	<b>Level III</b> <b>ATE pg:</b> 37, 432, 451
7. Recognize and use varied techniques to construct text, convey meaning, and express feelings to influence an audience. Examples include identification with characters and multiple points of view.	<b>Level III</b> <b>ATE pg:</b> 187, 260, 593
8. Express their responses and make connections between oral, visual, written, and electronic texts and their own lives.	<b>Level III</b> <b>ATE pg:</b> 65, 187, 221, 253
<b>LANGUAGE</b>	
<b>Content Standard 4: All students will use the English language effectively.</b>	
1. Compare and contrast spoken, written, and visual language patterns used in their communication contexts, such as community activities, discussions, mathematics and science classes, and the workplace.	<b>Level III</b> <b>ATE pg:</b> 122, 371, 411

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2. Investigate the origins of language patterns and vocabularies and their impact on meaning in formal and informal situations. An example is comparing language in a business letter to language in a friendly letter.	<b>Level III</b> <b>ATE pg:</b> 285, 421, 490
3. Investigate idiomatic phrases and word origins and how they have contributed to contemporary meaning.	<b>Level III</b> <b>ATE pg:</b> 15, 497
4. Demonstrate how communication is affected by connotation and denotation and why one particular word is more effective or appropriate than others in a given context.	<b>Level III</b> <b>ATE pg:</b> 179, 247, 651
5. Recognize and use levels of discourse appropriate for varied contexts, purposes, and audiences, including terminology specific to a particular field. Examples include community building, an explanation of a biological concept, comparison of computer programs, commentary on an artistic work, analysis of a fitness program, and classroom debates on political issues.	<b>Level III</b> <b>ATE pg:</b> 94, 128, 152
<b>LITERATURE</b>	
<b>Content Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other texts to seek information, ideas, enjoyment, and understanding of their individuality, our common heritage and common humanity, and the rich diversity in our society.</b>	
1. Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.	<b>Level III</b> <b>ATE pg:</b> 178, 187, 198
2. Describe and discuss shared issues in the human experience that appear in literature and other texts from around the world. Examples include quests for happiness and service to others.	<b>Level III</b> <b>ATE pg:</b> 221, 242, 253, 259
3. Identify and discuss how the tensions among characters, communities, themes, and issues in literature and other texts are related to one's own experience.	<b>Level III</b> <b>ATE pg:</b> 85, 210, 227, 259
4. Investigate and Demonstrate understanding of the cultural and historical contexts of the themes, issues, and our common heritage as depicted in literature and other texts.	<b>Level III</b> <b>ATE pg:</b> 242, 315, 353
5. Investigate through literature and other texts various examples of distortion and stereotypes. Examples include those associated with gender, race, culture, age, class, religion, and handicapping conditions.	<b>Level III</b> <b>ATE pg:</b> 242, 315, 353

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<b>VOICE</b>	
<b>Content Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience.</b>	
1. Analyze their use of elements of effective communication that impact their relationships in their schools, families, and communities. Examples include use of pauses, suspense, and elaboration.	<b>Level III</b> <b>ATE pg:</b> 271, 382, 962
2. Demonstrate their ability to use different voices in oral and written communication to persuade, inform, entertain, and inspire their audiences.	<b>Level III</b> <b>ATE pg:</b> 198, 241, 736
3. Compare and contrast the style and characteristics of individual authors, speakers, and illustrators and how they shape text and influence their audiences' expectations.	<b>Level III</b> <b>ATE pg:</b> 504, 586, 593
4. Document and enhance a developing voice through multiple media. Examples include reflections for their portfolios, audio and video tapes, and submissions for publications.	<b>Level III</b> <b>ATE pg:</b> 165, 311, 485
<b>SKILLS AND PROCESSES</b>	
<b>Content Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.</b>	
1. Use a combination of strategies when encountering unfamiliar texts while constructing meaning. Examples include generating questions, studying vocabulary, analyzing mood and tone, recognizing how creators of text use and represent information, and matching form to content.	<b>Level III</b> <b>ATE pg:</b> 76, 498, 653
2. Monitor their progress while using a variety of strategies to overcome difficulties when constructing and conveying meaning, and develop strategies to deal with new communication needs.	<b>Level III</b> <b>ATE pg:</b> 86, 194, 220
3. Reflect on their own developing literacy, set learning goals, and evaluate their progress.	<b>Level III</b> <b>ATE pg:</b> 946-947
4. Demonstrate a variety of strategies for planning, drafting, revising, and editing several different forms of texts for specific purposes. Examples include persuading a particular audience to take action and capturing feelings through poetry.	<b>Level III</b> <b>ATE pg:</b> 130-134, 602-607, 730-734
<b>GENRE AND CRAFT OF LANGUAGE</b>	
<b>Content Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.</b>	

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1. Select and use mechanics that enhance and clarify understanding. Examples include paragraphing, organizational patterns, variety in sentence structure, appropriate punctuation, grammatical constructions, conventional spelling, and the use of connective devices, such as previews and reviews.	<b>Level III</b> <b>ATE pg:</b> 530-532, 732-734, 857-859
2. Describe and use characteristics of various narrative genre and elements of narrative technique to convey ideas and perspectives. Examples include foreshadowing and flashback in poetry, science fiction, short stories, and novels.	<b>Level III</b> <b>ATE pg:</b> 17, 504, 511
3. Describe and use characteristics of various informational genre (e.g., biographies, newspapers, brochures, and persuasive arguments and essays) and elements of expository text structure (e.g., multiple patterns of organization, relational links, and central purposes) to convey ideas.	<b>Level III</b> <b>ATE pg:</b> 85, 251, 439
4. Identify and use aspects of the craft of the speaker, writer, and illustrator to formulate and express their ideas artistically. Examples include color and composition, flashback, multidimensional characters, pacing, appropriate use of details, strong verbs, language that inspires, and effective leads.	<b>Level III</b> <b>ATE pg:</b> 85, 504, 511
5. Explain how the characteristics of various oral, visual, and written texts (e.g., videos, hypertext, glossaries, textbooks, and speeches) and the textual aids they employ (e.g., subheadings/titles, charts, and indexes) are used to convey meaning.	<b>Level III</b> <b>ATE pg:</b> 480, 507, 589
<b>DEPTH OF UNDERSTANDING</b>	
<b>Content Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.</b>	
1. Explore and reflect on universal themes and substantive issues from oral, visual, and written texts. Examples include coming of age, rights and responsibilities, group and individual roles, conflict and cooperation, creativity, and resourcefulness.	<b>Level III</b> <b>ATE pg:</b> 210, 504, 511
2. Synthesize content from multiple texts representing varied perspectives in order to formulate principles and generalizations.	<b>Level III</b> <b>ATE pg:</b> 529, 857
3. Develop a thesis using key concepts, supporting evidence, and logical argument.	<b>Level III</b> <b>ATE pg:</b> 85, 529, 857
<b>IDEAS IN ACTION</b>	
<b>Content Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.</b>	

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1. Analyze themes and central ideas in literature and other texts in relation to issues in their own lives.	<b>Level III</b> <b>ATE pg:</b> 221, 511, 515
2. Perform the daily functions of a literate individual. Examples include acquiring information from multiple sources and then evaluating, organizing, and communicating it in various contexts.	<b>Level III</b> <b>ATE pg:</b> 221, 515, 857
3. Use oral, written, and visual texts to identify and research issues of importance that confront adolescents, their community, their nation, and the world. Examples include using research findings to organize and create texts to persuade others to take a particular position or to alter their course of action with regard to a particular school/ community issue or problem.	<b>Level III</b> <b>ATE pg:</b> 30, 221, 857
<b>INQUIRY AND RESEARCH</b>	
<b>Content Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.</b>	
1. Generate questions about important issues that affect them or topics about which they are curious; narrow the questions to a clear focus; and create a thesis or a hypothesis	<b>Level III</b> <b>ATE pg:</b> 85, 529, 857
2. Explain and use resources that are most appropriate and readily available for investigating a particular question or topic. Examples include knowledgeable people, field trips, tables of contents, indexes, glossaries, icons/headings, hypertext, storage addresses, CDROM/ laser disks, electronic mail, and library catalogue databases.	<b>Level III</b> <b>ATE pg:</b> 85, 210, 857
3. Organize, analyze, and synthesize information to draw conclusions and implications based on their investigation of an issue or problem.	<b>Level III</b> <b>ATE pg:</b> 30, 85, 504
4. Use different means of developing and presenting conclusions based on the investigation of an issue or problem to an identified audience. Examples include election ballots, hypertext, and magazines and booklets including graphics.	<b>Level III</b> <b>ATE pg:</b> 94, 241, 251
<b>CRITICAL STANDARDS</b>	
<b>Content Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.</b>	
1. Differentiate sets of standards for individual use according to the purpose of the communication context. An example is maintaining different sets of individual standards when creating texts for formal and informal situations.	<b>Level III</b> <b>ATE pg:</b> 94, 210, 251, 511

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2. Demonstrate understanding of individual, shared, and academic standards used for different purposes and contexts.	<b>Level III</b> <b>ATE pg:</b> 85, 251, 504
3. Develop critical standards based on aesthetic qualities, and use them to explain choices in reading, writing, speaking, listening, viewing, and representing.	<b>Level III</b> <b>ATE pg:</b> 504, 524
4. Create a collection of personal work based on individual, shared, and academic standards, reflecting on the merit of each selection.	<b>Level III</b> <b>ATE pg:</b> 395, 475
5. Refine their own standards to evaluate personal and public communications within a responsible and ethical system for the expression of ideas.	<b>Level III</b> <b>ATE pg:</b> 345, 733