

EMC Mirrors & Windows, Correlation to Common Core State Standards, Grade 7

English Language Arts Standards, Grade 7	EMC Pages That Cover the Standards
<i>Reading Standards for Literature</i>	
Key Ideas and Details	
RL.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	15, 25, 28, 47, 55, 60, 62, 71, 82, 84, 97, 104, 110, 124, 152, 161, 175, 189, 196, 198, 209, 211, 218, 223, 236, 263, 279, 290, 311, 316, 320, 332, 339, 351, 355, 360, 468, 472, 479, 483, 489, 494, 497, 500, 504, 507, 509, 512, 514, 517, 522, 542, 546, 550, 556, 560, 563, 570, 575, 579, 583, 621, 641, 664, 682, 689, 692, 732, 737, 742, 754, 763, 769, 775, 781, 785, 791, 795
RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	177, 297, 466, 467, 491, 557, 568, 733, 736
RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	11, 14, 18, 23, 25, 30, 35, 36, 40, 47
Craft and Structure	
RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or selection of a story or drama.	73, 154, 160, 199, 257, 259, 312, 340, 415, 475, 476, 479, 481, 482, 483, 485
RL.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	475, 477, 491, 494, 515, 576
RL.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	141, 142, 152
Integration of Knowledge and Ideas	
RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	246–247, 494, 692
RL.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Not Applicable to Literature per CCSS guidelines
RL.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	27, 62, 104, 174, 198, 210, 289, 311, 339, 350, 386, 387, 405, 414, 421, 499, 514, 565, 643, 686, 692, 744, 756, 785
Range of Reading and Level of Text Complexity	
RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	105, 111, 125, 220, 224, 237, 352, 356, 361, 518, 520, 523, 584, 586, 588, 591, 593, 694, 709, 796, 803, 805

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<i>Reading Standards for Informational Text</i>	
Key Ideas and Details	
RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	279, 295, 385, 393, 402, 406, 411, 414, 420, 422, 442, 446
RI.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	27, 291, 294, 396, 821, 835
RI.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	272, 295, 309, 311, 316, 332, 402
Craft and Structure	
RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.	257, 263, 287, 290, 312, 340, 415
RI.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	259, 311, 317, 351, 385, 396, 424
RI.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her opinion from that of others.	282, 286, 747, 765, 826
Integration of Knowledge and Ideas	
RI.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	316, 414
RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	265, 271, 291, 295, 297, 380, 396
RI.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of texts.	27, 62, 84, 174, 311, 405, 499, 563, 643
Range of Reading and Level of Text Complexity	
RI.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	352, 356, 440, 447, 709

<i>Writing Standards</i>	
Text Types and Purposes	
<p>W.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	316, 509, 575, 710–711, 714, 715, 718, 889–890

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<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>126–127, 161, 175, 189, 218, 279, 320, 362–364, 370, 448–449, 504, 524–526, 532, 570, 667, 692, 795, 806–808, 813</p>
<p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>238–240, 242, 245, 483, 594–596, 599, 889–890</p>
Production and Distribution of Writing	
<p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>130, 242, 366, 452, 528, 598, 714, 810</p>
<p>W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)</p>	<p>128–130, 239–242, 363–366, 449–452, 525–528, 595–598, 711–714, 807–810</p>
<p>W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>62, 130, 175, 339, 366, 452, 528, 598, 714, 769, 810, 896</p>
Research to Build and Present Knowledge	
<p>W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and exploration.</p>	<p>71, 686, 806–810, 816</p>
<p>W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>71, 686, 807, 816</p>
<p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). 	<p>27, 62, 174, 279, 291, 293, 294, 295, 311, 396, 414, 643, 686</p>

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Range of Writing	
W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	126–131, 161, 189, 238–245, 279, 290, 316, 362–367, 448–453, 524–529, 570, 575, 594–559, 692, 710–715, 785, 795, 806–813

Speaking and Listening	
Comprehension and Collaboration	
SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ol style="list-style-type: none"> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Acknowledge new information expressed by others, and, when warranted, modify their own views. 	47, 211, 316, 468, 479, 483, 494, 737, 785, 802, 914, 915
SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	279, 376–377, 431, 435, 913
SL.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence.	279, 376–377, 431, 435, 716–717, 913
Presentation of Knowledge and Ideas	
SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	132–133, 246–247, 368–369, 530–531, 716–717, 814–815, 917
SL.5. Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	369, 454, 455, 531, 815, 920
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	132–133, 246–247, 368–369, 530–531, 600–601, 716–717, 814–815

Language Standards	
Conventions of Standard English	
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. 	190, 264, 296, 389, 543, 764, 845, 852–854, 866, 867, 884–887

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L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). b. Spell correctly.	843–850, 851, 871–877
Knowledge of Language	
L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	130, 242, 366, 530, 598, 714, 810, 887, 894
Vocabulary Acquisition and Use	
L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	176, 280, 423, 484, 567, 746, 668, 836, 837–840, 841–842, 850
L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).	16, 423, 415, 463, 464, 484, 561, 746, 841, 842–843
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	16, 176, 280, 423, 484, 561, 567, 668, 746, 836–843

Language Progressive Skills

Conventions of Standard English	
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	48, 56, 135, 249, 857, 862–864, 868–869
L.3.3a. Choose words and phrases for effect.	180, 240, 452, 598, 897
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	296, 321, 457, 719, 852, 884
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	366, 746, 850
L.4.3b. Choose punctuation for effect.	162, 528, 693, 719, 877, 878–879, 881

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L.5.1.d. Recognize and correct inappropriate shifts in verb tense.	135, 219, 249, 859–860
L.5.2a. Use punctuation to separate items in a series.	162, 693, 877
L.6.1.c. Recognize and correct inappropriate shifts in pronoun number and person.	72, 501, 855, 856–858
L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	56, 856
L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	135, 249, 371, 457, 533, 603, 719, 817
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	457, 528, 693, 877, 881
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.	130, 296, 543, 884, 885–887
L.6.3b. Maintain consistency in style and tone.	128, 240, 886–887, 889–890
L.7.1.c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	764, 776, 864, 870
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	130, 242, 366, 530, 598, 714, 810, 884, 886, 887, 894

Range of Text Types

Literature

Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels

adventure stories

"Rikki-Tikki-Tavi"

86–97

historical fiction

"The Inn of Lost Time"

31–46

mysteries

"After Twenty Years"

11–14

myths

"Persephone and Demeter"

"The Secret Name of Ra"

"Phaëthon, Son of Apollo"

"The Instruction of Indra"

"Amaterasu"

728–731

739–742

771–774

778–781

787–790

science fiction

"The Foghorn"

"The Smallest Dragonboy"

74–82

224–236

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realistic fiction "The Portrait" "A Day's Wait" "The War of the Wall" "Uncle Tony's Goat" "Hollywood and the Pits" "The Scholarship Jacket" "Amigo Brothers" "Four Skinny Trees" "The White Umbrella" "Jed's Grandfather"	51–54 58–60 64–70 105–110 142–151 155–160 164–172 178–179 182–188 192–196
allegories Aesop's Fables "Phaëthon, Son of Apollo"	766–768 770–775
parodies from <i>Ella Enchanted</i>	815–818
satire "The Rabbits Who Caused All the Trouble"	805–806
graphic novels "The Rabbit and the Tug of War"	807–814
Drama: Includes one-act and multi-act plays, both in written form and on film	
one-act plays "A Defenseless Creature" Film Viewing Activity	612–620
multi-act plays <i>A Christmas Carol: Scrooge and Marley</i> <i>Let Me Hear You Whisper</i> <i>The Monsters Are Due on Maple Street</i> Film Viewing Activity	624–664 670–682 694–708
Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	
narrative poems "The Village Blacksmith" "Annabelle Lee" "The Highwayman" "The Lost Parrot" "For My Father" "Money Order"	486–488 548–550 551–555 573–574 577–578 581

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lyrical poems "The Courage That My Mother Had" "in the inner city" "Face It" "Achieving Perspective" "Fire and Ice" "Gold" "Feel Like a Bird" "Blackberry Eating" "Mother to Son" "Under the Apple Tree"	197 210 289 386 421 467 471 482 493 496–497
free verse poems "Under the Apple Tree" "Unfolding Bud" "How to Eat a Poem" "Two People I Want to Be Like" "Miracles" "I'm Nobody"	496–497 507 508 518 520 585
sonnets "Once by the Pacific"	544–546
odes "Under the Apple Tree"	496–497
ballads "The Village Blacksmith"	485–489
epics "Song of Hiawatha"	604
Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	
personal essays "Names/Nombres" "Was Tarzan a Three-Bandage Man?" "Fish Cheeks" "The Night the Bed Fell" "I am a Native of North America"	283–288 313–315 318–319 356–360 403–405
speeches from Queen Elizabeth's Speech to Her Last Parliament	277
opinion pieces "The Eternal Frontier" "A Black Athlete Looks at Education"	292–294 310–311
essays about art or literature from "Lost In Translation"	513–514
biographies from <i>The Greatest: Muhammad Ali</i> "Elizabeth I" "A Bittersweet Memoir" "Madam C.J. Walker"	173–174 267–276 323–332 341–347

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memoirs from <i>An American Childhood</i> from <i>Barrio Boy</i> from <i>An Indian Boy's Story</i>	258–262 352–355 564–565
journalism "Moving West: A Native American perspective"	755
historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience "The Size of Things" from <i>The Sibley Guide to Birds</i> "Ships in the Desert" "Mute Dancers: How to Watch a Hummingbird" "The Face of the Deep Is Frozen" "Dust Changes America" "Death in the Open" "Astonishing Animals" from "The Botany of Desire" from "Going Ape Over Language"	379–385 391–393 397–402 409–411 416–420 436–438 440–442 443–445 498–499 683–685

Texts Illustrating the Complexity, Quality, and Range of Student Reading

NOTE: *Mirrors & Windows* offers high-quality literary works that were carefully chosen to enrich and enhance students' understanding of themselves and their world. Each unit in the program presents a diverse body of rich and relevant selections related to a particular theme or topic. The following texts represent the complexity, quality, and range of those selections.

Literature: Stories, Drama, Poetry

"Annabel Lee" by Edgar Allan Poe (1849)	547–449
"I'm Nobody" by Emily Dickinson (1890)	584
"Rikki-Tikki-Tavi" by Rudyard Kipling (1894)	85–97
"A Day's Wait" by Ernest Hemingway (1933)	57–60
"The Foghorn" by Ray Bradbury (1951)	476–477
<i>A Defenseless Creature</i> by Neil Simon (1973)	611–621
"Four Skinny Trees" by Sandra Cisneros (1984)	177–180

Informational Texts: Literary Nonfiction

"Dust Changes America" by Margaret Bourke-White (1933)	436–438
from <i>Off the Court</i> by Arthur Ashe (1981)	297–309
"Names/Nombres" by Julia Alvarez (1985)	282–288
from <i>An American Childhood</i> by Annie Dillard (1988)	257–263
"Ships in the Desert" by Al Gore (2000)	396–402
"Fish Cheeks" by Amy Tan (2003)	317–320

Mirrors & Windows

EMC's *Mirrors & Windows* **Common Core State Standards Edition** includes the **full** Range of Text Types for Grades 6–12 in **every** grade level!

Common Core State Standards Range of Text Types	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<i>Literature</i>							
Stories: Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels							
adventure stories	•	•	•	•	•	•	•
historical fiction	•	•	•	•	•	•	•
mysteries	•	•	•	•	•	•	•
myths	•	•	•	•	•	•	•
science fiction	•	•	•	•	•	•	•
realistic fiction	•	•	•	•	•	•	•
allegories	•	•	•	•	•	•	•
parodies	•	•	•	•	•	•	•
satire	•	•	•	•	•	•	•
graphic novels	•	•	•	•	•	•	•
Drama: Includes one-act and multi-act plays, both in written form and on film							
one-act plays	•	•	•	•	•	•	•
multi-act plays	•	•	•	•	•	•	•
Poetry: Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics							
narrative poems	•	•	•	•	•	•	•
lyrical poems	•	•	•	•	•	•	•
free verse poems	•	•	•	•	•	•	•
sonnets	•	•	•	•	•	•	•
epics	•	•	•	•	•	•	•
Nonfiction: Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience							
personal essays	•	•	•	•	•	•	•
speeches	•	•	•	•	•	•	•
opinion pieces	•	•	•	•	•	•	•
essays about art or literature	•	•	•	•	•	•	•
biographies	•	•	•	•	•	•	•
memoirs	•	•	•	•	•	•	•
journalism	•	•	•	•	•	•	•
historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience	•	•	•	•	•	•	•