

# EMC Mirrors & Windows, Correlation to Common Core State Standards, Grade 11

English Language Arts Standards, Grades 11–12	EMC Pages That Cover the Standards
<i>Reading Standards for Literature</i>	
<b>Key Ideas and Details</b>	
RL.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	13, 19, 33, 43, 48, 53, 59, 78, 84, 90, 99, 133, 138, 141, 146, 163, 167, 181, 192, 209, 219, 236, 283, 295, 303, 309, 323, 333, 342, 357, 390, 399, 412, 417, 433, 445, 455, 467, 477, 485, 491, 494, 536, 553, 562, 566, 573, 581, 588, 604, 611, 625
RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	163, 316, 527, 588, 957, 971, 976, 979, 1085, 1087, 1092, 1199, 1202
RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	19, 236, 295, 390, 412, 433, 485, 536, 553, 604, 720, 769, 786, 805, 844, 860, 913, 932, 956, 1043, 1082, 1195
<b>Craft and Structure</b>	
RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	49, 85, 135, 183, 259, 317, 324, 435, 461, 574, 653, 817, 994, 999, 1085, 1113, 1138, 1226, 1239
RL.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	209, 236, 295, 390, 433, 485, 536, 553, 769, 786, 805, 1043
RL.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	184, 192, 317, 414, 417, 481, 485, 735, 749, 879, 933, 956, 1261, 1268
<b>Integration of Knowledge and Ideas</b>	
RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	295, 932, 971 <i>Hamlet, A Midsummer Night's Dream, Othello</i> , Access Editions
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. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	78, 84, 90, 98, 99, 107, 163, 181, 192, 219, 258, 283, 303, 323, 333, 357, 399, 433, 445, 496, 507, 536, 553, 573, 581, 619, 673, 720

# EMC Mirrors & Windows, Correlation to

## Range of Reading and Level of Text Complexity

RL.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–12 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

The textbook contains reading and comprehension instruction throughout the book to help students meet this standard.

## Reading Standards for Informational Text

### Key Ideas and Details

RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

26, 33, 43, 65, 78, 90, 98, 163, 181, 192, 218, 283, 303, 309, 313, 399, 445, 455, 477, 480, 507, 646, 661, 673, 700, 727, 728, 749, 781, 955, 983, 1033, 1068, 1069

RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

98, 181, 309, 445, 455, 480, 727, 781, 983, 1033, 1069

RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

90, 98, 103, 163, 284, 455, 700, 749, 750, 1033, 1069

### 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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

49, 85, 116, 135, 183, 259, 317, 324, 435, 461, 574, 653, 817, 994, 999, 1085, 1113, 1138, 1226, 1239, 1313–1317

RI.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

90, 155, 163, 460, 469, 477, 1060, 1069, 1149, 1306

RI.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

154, 155, 169, 181, 305, 309, 368, 445, 460, 722, 728, 976, 979, 1028, 1033, 1177, 1183, 1239, 1261, 1268

### Integration of Knowledge and Ideas

RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

110, 262, 675, 820, 1010, 1342–1344

RI.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

24–26, 80–84, 87, 88–90, 92–100, 982–984

# Common Core State Standards, Grade 11

RI.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	298, 299–300, 301–303, 722–728, 982–984
<b>Range of Reading and Level of Text Complexity</b>	
RI.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	695–698, 735–747, 1238–1239, 1240–1245, 1246–1248, 1261–1267

## Writing Standards

<b>Text Types and Purposes</b>	
<p>W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	110–115, 118, 362–368, 370, 516, 684, 824, 1010–1015, 1018, 1154, 1298–1305, 1308
<p>W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>	26, 48, 146, 152, 163, 209, 219, 243, 253, 357, 412, 417, 455, 480, 491, 512–513, 566, 573, 581, 594, 604, 625, 720, 820–821, 844, 956, 1003, 1033, 1037, 1051, 1082, 1112, 1142, 1215, 1251, 1288

# EMC Mirrors & Windows, Correlation to

<p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced observed, or resolved over the course of the narrative.</p>	<p>78, 236, 390, 445, 496, 667, 676–681, 728, 864, 979, 993, 1224</p>
<p><b>Production and Distribution of Writing</b></p>	
<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>26, 48, 78, 110–115, 118, 146, 152, 163, 209, 219, 236, 243, 253, 357, 362–368, 370, 390, 412, 417, 445, 455, 480, 491, 496, 512–513, 516, 566, 573, 581, 594, 604, 625, 667, 676–681, 684, 720, 728, 820–821, 824, 844, 864, 956, 979, 993, 1003, 1010–1015, 1018, 1033, 1037, 1051 1082, 1112, 1142, 1154, 1215, 1251, 1224, 1288, 1298–1305, 1308</p>
<p>W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p>	<p>110–114, 118, 262–263, 266, 362–366, 370, 512–513, 516, 676–680, 684, 820–821, 824, 1010–1014, 1018, 1150–1151, 1154, 1298–1303, 1308</p>
<p>W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>467, 491, 553, 652, 662, 675, 819, 820–821, 864, 993, 1051, 1359</p>
<p><b>Research to Build and Present Knowledge</b></p>	
<p>W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>13, 43, 48, 138, 146, 167, 181, 283, 303, 333, 417, 445, 455, 467, 491, 536, 553, 573, 581, 604, 652, 700, 734, 769, 805, 956, 1298–1303, 1341–1346</p>
<p>W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>133, 342, 491, 573, 720, 1298–1303, 1341–1346</p>

# Common Core State Standards, Grade 11

<p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>13, 19, 26, 33, 43, 48, 53, 59, 65, 78, 84, 90, 98, 99, 133, 138, 141, 146, 163, 167, 181, 192, 209, 218, 219, 236, 283, 295, 303, 309, 313, 323, 333, 342, 357, 390, 399, 412, 417, 433, 445, 455, 467, 477, 480, 485, 491, 494, 507, 536, 553, 562, 566, 573, 581, 588, 604, 611, 625, 646, 661, 673, 700, 727, 728, 749, 781, 955, 983, 1033, 1068, 1069</p>
<p><b>Range of Writing</b></p>	
<p>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 tasks, purposes, and audiences.</p>	<p>26, 48, 78, 110–115, 118, 146, 152, 163, 209, 219, 236, 243, 253, 357, 362–368, 370, 390, 412, 417, 445, 455, 480, 491, 496, 512–513, 516, 566, 573, 581, 594, 604, 625, 667, 676–681, 684, 720, 728, 820–821, 824, 844, 864, 956, 979, 993, 1003, 1010–1015, 1018, 1033, 1037, 1051, 1082, 1112, 1142, 1154, 1215, 1224, 1251, 1288, 1298–1305, 1308</p>

## Speaking and Listening

### Comprehension and Collaboration

<p>SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>90, 357, 536, 573, 1069, 1354, 1355–1356, 1358–1359</p>
<p>SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>90, 133, 342, 573, 720, 1298–1303, 1341–1346</p>
<p>SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>511, 1149, 1353–1354</p>

# EMC Mirrors & Windows, Correlation to

Presentation of Knowledge and Ideas	
SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	261, 675, 819, 1149, 1297, 1358, 1359
SL.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	467, 491, 662, 675, 819, 820–821, 1297, 1359
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	109, 261, 361, 511, 675, 819, 1297, 1354–1359

Language Standards	
Conventions of Standard English	
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	45, 61, 91, 164, 194, 240, 285, 304, 314, 392, 413, 487, 537, 555, 606, 701, 751, 788, 1045, 1269, 1318–1328
L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	49, 85, 135, 183, 259, 324, 435, 574, 653, 807, 817, 861, 975, 994, 999, 1058, 1083, 1113, 1138, 1176, 1226, 1253, 1270, 1313–1317, 1329–1334
Knowledge of Language	
L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	49, 85, 135, 164, 183, 259, 263, 324, 435, 574, 653, 807, 817, 990, 993, 994, 999, 1034, 1037, 1113, 1138, 1176, 1226, 1271, 1277, 1313–1317
Vocabulary Acquisition and Use	
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</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, its part of speech, its etymology, or its standard usage. 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).	49, 85, 135, 183, 259, 324, 435, 574, 653, 807, 817, 994, 999, 1113, 1138, 1176, 1226, 1313–1317

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L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	46, 48, 183, 317, 324, 435, 461, 574, 653, 817, 1085, 1138, 1226, 1239
L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	85, 135, 183, 259, 324, 435, 574, 653, 994, 999, 1113, 1138, 1176, 1226, 1313–1317

## Language Progressive Skills

### Conventions of Standard English

L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	45, 114, 517, 1321
L.3.3a. Choose words and phrases for effect.	49, 304, 701, 817, 821, 990, 993, 1034, 1037, 1045, 1271, 1277
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	194, 240, 263, 685, 1155
L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).	685, 788, 807, 1226, 1253
L.4.3b. Choose punctuation for effect.	685, 825, 861, 1012, 1058, 1083, 1329–1334
L.5.1d. Recognize and correct inappropriate shifts in verb tense.	61, 114, 392, 1322–1323
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.	91, 114, 788, 1019, 1321–1322
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).	91, 114, 788, 1321–1322
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	45, 61, 91, 194, 240, 285, 304, 392, 487, 537, 555, 606, 701, 788, 861, 975, 1058, 1083, 1176
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.	537, 555, 606, 678, 861, 1012, 1058, 1151
L.6.3b. Maintain consistency in style and tone.	9, 49, 285, 817, 1207, 1215
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	164, 304, 487, 513, 517, 537, 555, 606
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	413, 701, 821, 825, 1045

# EMC Mirrors & Windows, Correlation to

## 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

"Loomings" from <i>Moby-Dick</i>	254–258
"An Occurrence at Owl Creek Bridge"	286–295
"To Build a Fire"	418–433
from <i>On the Road</i>	990–993

#### historical fiction

"An Occurrence at Owl Creek Bridge"	286–295
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#### mysteries

"The Devil and Tom Walker"	198–209
"The Fall of the House of Usher"	221–236
"The Minister's Black Veil"	244–253
"A Rose for Emily"	770–786

#### myths

"The Osage Creation Account"	10–13
"The Navajo Creation Myth"	12
"Coyote and the Earth Monster"	20–23

#### science fiction

from <i>Fahrenheit 451</i>	1298–1305
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#### realistic fiction

"The Story of an Hour"	481–485
from <i>The Great Gatsby</i>	528–536
from <i>The Sun Also Rises</i>	538–553
from <i>For Whom the Bell Tolls</i>	538–553
"A Wagner Matinee"	596–604
from <i>The Grapes of Wrath</i>	703–720
"The Chrysanthemums"	703–720
"The Jilting of Granny Weatherall"	760–769
"A Worn Path"	794–801
"The Magic Barrel"	846–860

#### allegories

The Devil and Tom Walker"	198–209
"The Fall of the House of Usher"	221–237
"The Minister's Black Veil"	244–253
"Loomings" from <i>Moby Dick</i>	254–258
"A Black Man Talks of Reaping"	648–652

#### parodies

"Darl" from <i>As I Lay Dying</i>	782–787
from <i>On The Road</i>	990–993



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<b>satire</b> "An Occurrence at Owl Creek Bridge" "The Notorious Jumping Frog of Calaveras County" "A Rose for Emily" "Darl" from <i>As I Lay Dying</i> "The Game"	286–296 381–391 771–781 782–787 1053–1057
<b>graphic novels</b> from <i>Fahrenheit 451</i>	1298–1305
<b>Drama:</b> Includes one-act and multi-act plays both in written form and on film	
<b>one-act plays</b> "The Janitor"	1296–1297
<b>multi-act plays</b> <i>The Crucible</i> Film Viewing Activity	881–971 971, 1010–1015
<b>Poetry:</b> Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	
<b>narrative poems</b> "The Raven" "Lucinda Matlock" "Petit the Poet" "The Death of the Hired Man"	210–215 607–609 610–611 613–625
<b>lyrical poems</b> "To My Dear and Loving Husband" "Huswifery" "On Being Brought from Africa to America" "To S.M. a Young African Painter on Seeing His Works" "Thanatopsis" "Old Ironsides" "Stanzas on Freedom" "The Tide Rises the Tide Falls" "Alone" from <i>I Hear America Singing</i> from <i>Song of Myself</i>	46–48 50–53 66 67–68 128–133 136–138 139–141 142–146 216 318–323 325–333
<b>free verse poems</b> "Death of Edgar Allan Poe" "Frederick Douglass" "At the Public Market Museum: Charleston South Carolina" "Do Not Weep Maiden for War is Kind" "A Man Said to the Universe" "Go Down Death" "Storm Ending" "Farewell to a Traveler" "A Supermarket in California" "Constantly Risking Absurdity"	241–243 281–282 307–308 436 437 655–662 666–667 868–870 995–998 1005–1007

# EMC Mirrors & Windows, Correlation to

<b>sonnets</b> "Frederick Douglass" "Sonnet XXX" "America"	281–282 637–638 648–652
<b>odes</b> "Ode to Walt Whitman" "My City"	344–347 655–662
<b>ballads</b> from "Ballad for Americans"	322
<b>epics</b> "Song of Myself" from <i>Leaves of Grass</i>	326–332
<b>Nonfiction:</b> 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	
<b>personal essays</b> from <i>Nature</i> from <i>Walden</i> "The Present" from "Civil Disobedience" from "Self-Reliance" "Once More to the Lake" "My Mother's Blue Bowl" "The Names of Women" "Mother Tongue" "Straw into Gold"	156–163 168–181 179–180 184–189 190–192 871–876 1164–1174 1177–1183 1207–1215 1218–1224
<b>speeches</b> Speech in the Virginia Convention "The Gettysburg Address" The Second Inaugural Address "I Will Fight No More Forever" "I Am the Last of My Family" "Keeping the Thing Going While Things Are Stirring" "Ain't I a Woman?" "The Destructive Male" "Woman's Right to Suffrage" Inaugural Address	80–84 297–303 297–303 440–445 440–445 462–464 465–467 469–477 469–477 1028–1033
<b>opinion pieces</b> from <i>Common Sense</i> from <i>Up from Slavery</i> from <i>The Souls of Black Folk</i>	86–90 495–496 497–507
<b>essays about art or literature</b> "How to Tell a Story" "Is Phoenix Jackson's Grandson Really Dead?" "Why I Wrote <i>The Crucible</i> "	387–389 802–804 908–912
<b>biographies</b> "Ben Franklin: Scientist and Inventor" "Matthew Brady: Civil War Photographer" from <i>No Ordinary Time</i>	76–78 339–341 725–727

# Common Core State Standards, Grade 11

<p><b>memoirs</b></p> <p>"A Journey Through Texas" from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> from <i>The Autobiography of Benjamin Franklin</i> from <i>The Narrative of the Life of Frederick Douglass</i> from <i>Incidents in the Life of a Slave Girl</i> from <i>Life on the Mississippi</i> "I Tried to be Like My Mother" from <i>Dust Tracks on a Road</i> "The Watch" from <i>Black Boy</i></p>	<p>28–33 62–65 70–78 276–283 310–313 393–399 457–458 668–673 752–756 976–979</p>
<p><b>journalism</b></p> <p>"Battle for the Belle of Amherst" from <i>Let Us Now Praise Famous Men</i> "A Noiseless Flash" "Dr. King Arrested at Birmingham" "Throughput" "A Quilt of a Country"</p>	<p>355–357 694–700 735–749 1066–1068 1254–1260 1292–1295</p>
<p><b>historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience</b></p> <p>from <i>The General History of Virginia</i> from <i>Of Plymouth Plantation</i> from <i>Letters from an American Farmer</i> "How to Build a Campfire" from <i>Black Elk Speaks</i> from <i>Black Manhattan</i></p>	<p>34–39 40–43 104–107 431–432 446–455 659–662</p>

## 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

"The Raven" by Edgar Allan Poe (1845)	212–239
from <i>Song of Myself</i> by Walt Whitman (1855)	325–335
"Because I Could Not Stop for Death" by Emily Dickinson (1890)	352–353
from <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925)	528–536
from <i>The Grapes of Wrath</i> by John Steinbeck (1939)	704–721
"The Life You Save May Be Your Own" by Flannery O'Connor	834–845
"Daughter of Invention" by Julia Alvarez (1991)	1184–1195

# EMC *Mirrors & Windows*, Correlation to Common Core State Standards, Grade 11

<b>Informational Texts: Literary Nonfiction</b>	
from <i>Common Sense</i> by Thomas Paine (1776)	86–87
from <i>Nature</i> by Ralph Waldo Emerson (1836)	157–163
from <i>Walden</i> by Henry David Thoreau (1854)	pp. 168–181
from <i>Black Elk Speaks</i> by Nicholas Black Elk and John G. Neihardt (1932)	pp. 446–456
from <i>Black Boy</i> by Richard Wright (1945)	pp. 976–979
from <i>Dust Tracks on a Road</i> by Zora Neale Hurston (1942)	pp. 668–673