



EMC's Mirrors & Windows Program Overview and Correlation to the Sunshine State Standards

Your *Best Resource* for Teaching to the New
Florida Reading and Language Arts Standards

Grades 6–12



Add more rigor to your literature and language arts lessons, and develop the skills your students need for the 21st century, with EMC's *Mirrors & Windows: Connecting with Literature*.

This new and innovative literature program for grades 6–12 also provides extensive and varied opportunities and materials to help students prepare for the FCAT.

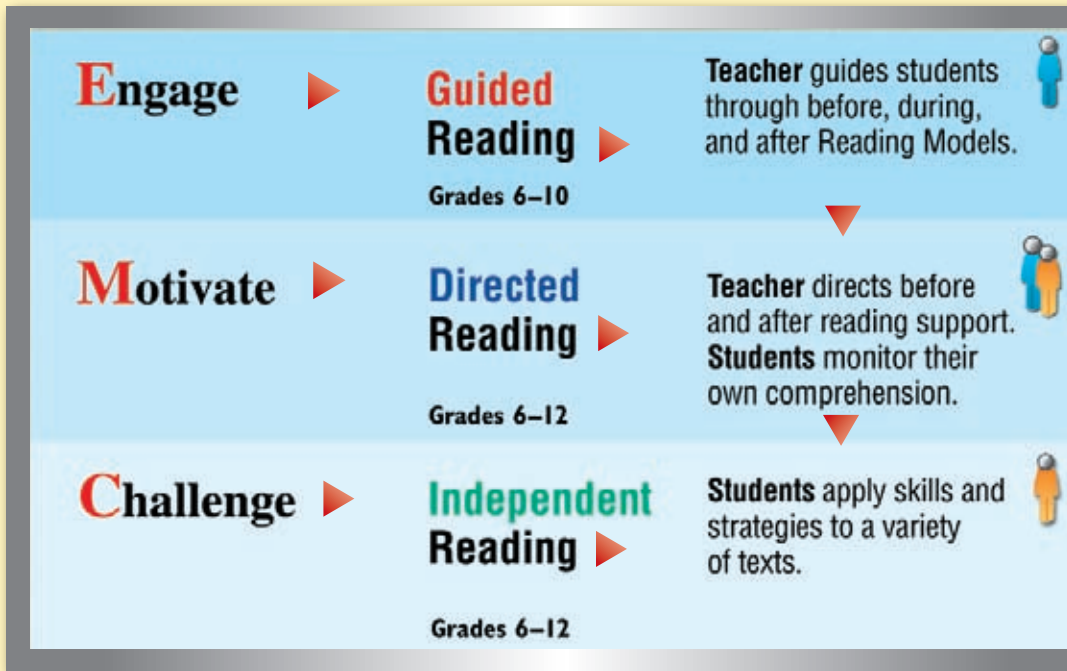
Reading, Writing, and Communication Strands

You will have no problem meeting the new Reading and Language Arts benchmarks with the *Mirrors & Windows* program.

Reading

- A Reading Model for each genre applies reading strategies and skills before, during, and after reading.
- The gradual release of responsibility model uses a scaffolded approach to increase reading comprehension and guide students to independent reading.
- Students are provided multiple opportunities in each unit to improve and expand their vocabulary skills within the context of the literature selections.

Gradual Release of Responsibility Reading Model



Adapted from Pearson, P.D., and Gallagher, M.C. (1983)



Match the **Florida** Benchmarks

Writing

- Selection-based Writing Options cover major writing modes, such as creative, technical, and persuasive writing.
- Unit-based Writing Workshops contain detailed examples and in-depth explanations for skills such as prewriting, drafting, revising, editing, and writing the final product.

Writing Workshop

Expository Writing

Responding to a Short Story

Assignment: Write a personal response to a short story I have read.

Goal: Clearly present a personal opinion or personal reaction to an aspect or element of a short story.

Strategy: Use evidence from the story to support and explain my opinion or reaction.

Writing Rubric: My response to literature should include the following:

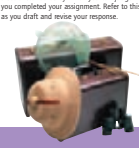
- an introduction that names the story and its author and includes a clear thesis, or statement of my response to the story
- body paragraphs that support and explain my thesis
- evidence from the story to support each main idea in my body paragraphs and my thesis
- precise language appropriate to my audience and topic
- a conclusion that sums up my response

Reading and Writing

In this unit, you read short stories about characters from places in the world that may seem similar to or very far from your own. How did you respond to the characters, events, or places in the stories? What made you laugh, feel sympathy, or sit up and think?

In this workshop, you will learn how to write a response to a piece of literature. When you respond to literature, you explain a personal reaction to it. One way to do that is to say, "I liked the story" or "I didn't like the story." A good personal response, however, focuses on something specific about the story. For example, you may have especially liked the surprise ending, the main character, or the setting. You might also have enjoyed the way you could see yourself or people you know in the story.

Read this outline of your assignment. It states your goal and your strategies. It includes a writing rubric, a set of standards by which you can judge how well you completed your assignments. Refer to this rubric as you draft and revise your response.



What Great Writers Do

Walter Dean Myers recounts how his teacher made him read a book when he misbehaved. Now he uses personal details and point of view.

Reading a book was not so much like entering a different world as it was like discovering a different language. It was a language clearer than the one I spoke, and clearer than the one I heard around me. What the books said was... interesting, but the idea that I could enter this world at any time I chose was even more attractive. The "me" who read the books... seemed more real to me than the "me" who played ball in the streets.

—WALTER DEAN MYERS, *Ball Boy*

I. PREWRITE

Narrowing Your Topic

First, decide on a story to write about. Which stories do you feel most strongly about? Which stories changed your understanding of something or made you question what you thought you knew? Perhaps there was a story you read that was especially enjoyable, surprising, or strange. Whichever story you choose, be sure that it is one that inspired a strong reaction and one that will give you enough to discuss in your response.

Model: I liked the story "The Coldest of Winter" because Matt was such a believable character.

My Ideas: I _____ the story _____ because _____.

Model: For me, the best part of "The Circuit" was the ending because it showed the circuit, or cycle, of the migrant's life.

My Ideas: For me, the best part of _____ was _____ because _____.

Model: "The All-American Slurp" made me think about the funny things that can happen when people adjust to a new culture.

My Ideas: _____ made me think about _____.

You can also create your own sentence model that includes the name of the story, how you felt about it, and why.

Thesis: "Lily's Girl" is a great story because of all the surprise. If contrast, the way the surprise got larger and larger, and the father's surprise ending.

Now that you have chosen a story and a thesis, ask yourself whether you can write a whole paper about it. To test your thesis and get ready to draft, jot down ideas for at least two paragraphs that explain your main idea. If you think you can support your thesis, move on to the drafting stage. If not, come up with a new thesis and try again.

Gathering Details

Once you choose a story to write about, gather details related to your response. Consider how specific events, characters, and settings shaped your feelings about the story. Then make a reaction chart to record your thoughts and reactions to specific details in the story. Use the chart to record the key parts of the story, as well as your reactions, predictions, and questions.

Details from "Lily's Girl"	My Reactions
• Lily walks from Liverpool back to Cornwall.	• Lily is an amazing girl who keeps surprising me.
• Lily finds the hospital where Henry is a patient.	

Communication

- Unit-based Speaking & Listening and Viewing Workshops cover topics such as listening strategies, researching and presenting effective oral communication, and incorporating multimedia into presentations.

Speaking & Listening Workshop

Giving and Actively Listening to Research Presentations

Framing a Research Presentation

Focus Your Topic: You have probably written a well-researched paper in science, history, or language arts. Your research presentation involves more than simply reading what you have written. The specific points you choose to explain depend on your audience's age, background, knowledge, and interests.

Identify Your Audience: Who will listen to your presentation? If your audience knows something about your topic, you probably know more because you have done research. What can you tell your audience that they don't already know? What will they find appealing or interesting? Think about the kinds of questions your audience might ask about the subject, and select your points accordingly.

Select Key Points: Review the outline you made and the notes you took for your written research report. Select the points that would be of greatest interest to your audience, but you discover any interesting facts that you didn't include in the written report? Would they make your oral presentation more interesting? Use all these sources to make an outline for your research presentation.

The History of Taskweping

Infrared—It was an off-the-shelf device with a long history. They're come a long way from the first search for history's oldest secrets.

Why Taskweping is Important

- brief overview of why people "weep" (the term means they're looking for answers to a mystery)
- the use of infrared
- the Roman calendar
- solar and wind clocks
- mechanical clocks
- crystal and atomic clocks

When you research a topic, you become something of an expert on it. Your knowledge benefits you, but it can also benefit others if you share what you have learned. When you give a **research presentation**, you present orally the information you have learned about a topic. Actively listening to research presentations is a way to acquire knowledge on a variety of subjects you might not have time to explore on your own.

Evaluating Your Research Presentation

Work with a partner to evaluate your research presentations. As you actively listen to your partner's presentation, take notes on the main points. Jot down any questions you have. Use the speaking and listening rubrics on this page to remind you what to look for as you evaluate the presentation.

When the presentation is complete, offer constructive feedback on the subject matter, organization, and delivery of the material. Begin with the strong points and then politely suggest ways that your partner might make the presentation clearer or more interesting.

Delivering Your Research Presentation

Use the feedback you received to polish your research presentation. Before you begin, organize your note cards and have on hand any pictures or objects you want to display. Glance at your notes to stay on topic rather than reading from them.

Speaking Rubric

Your presentation will be evaluated on these elements:

Content

- clear organization of material
- strong introduction and conclusion
- interesting choice of information
- effective use of visuals

Delivery and Presentation

- appropriate volume and pacing
- effective interaction with audience
- appropriate use of conversational expression

Listening Rubric

As a peer reviewer or audience member, you should do the following:

- listen quietly and attentively
- maintain eye contact with speaker
- ask appropriate questions
- (as peer reviewer) provide constructive feedback



In addition to the textbook lessons, the *Mirrors & Windows* program includes one-of-a-kind *Meeting the Standards* unit support customized for the Florida standards.

Mirrors & Windows and Florida Standards Share...

...an Emphasis on Literary Analysis

No other literature program contains as much background information on literary analysis, or as many opportunities for students to apply higher-level analysis skills to the development of their own personal, thoughtful responses to literature.

- Comparing Literature selections ask students to analyze and compare the literary elements of two selections.
- Understanding Literary Criticism lessons expose students to the various theories and methods of literary analysis.

The Good Deed
A Short Story by Pearl S. Buck

Tears of Autumn
A Short Story by Yoshiko Uchida

COMPARING LITERATURE

BEFORE READING

BUILD BACKGROUND

Cultural Context The selections, "The Good Deed" and "Tears of Autumn," explore the experiences of coming to live in a new country, as well as traditional Chinese and Japanese marriage customs. "The Good Deed" tells the story of Mrs. Pan, an elderly immigrant from China, brought to the United States by her son. Mrs. Pan is surprised by many aspects of American life, especially that of young Americans choosing their own mates.

In "Tears of Autumn," Hana Omiya travels to America to marry a man she has never met. In the early 1900s, thousands of women came to the United States as "picture brides" for Japanese men who had come to the United States looking for new opportunities and who wanted Japanese wives.

Reader's Context Describe a good deed you have done or that somebody has done for you. How did it make you feel? Some people say that "one good turn deserves another." Do you believe that good deeds have a ripple effect? Explain your opinion.

USE READING SKILLS

Author's Purpose A writer's purpose is his or her aim or goal. An author may write with one or more purposes: to reflect, to entertain, to describe, to enrich, to tell a story, to inform, or to persuade. Use a chart like the one below to identify and summarize each author's purpose.

Buck	Uchida
Purpose	Purpose

COMPARE LITERATURE: Motivation and Character

Motivation is a force that moves a character, or individual that takes part in a story's action, to think, feel, or behave in a certain way. Compare the characters of Mrs. Pan in "The Good Deed" and Hana Omiya in "Tears of Autumn." As you read, note their main traits or characteristics, and their motivations.

• Both Mrs. Pan and Hana have been removed from their countries.

• Consider how the degree of choice each had in that removal might have affected their opinions of America.

• Both characters make life-changing decisions. What motivates them to make these decisions? Consider the outside forces that affect their choices and determine the motivations of other characters who affect their choices.

MEET THE AUTHORS

Pearl S. Buck (1892–1973) Born in West Virginia, Buck spent most of her childhood in China and spoke Chinese before she learned to speak English. After attending college in the United States, she returned to China, where she served as a translator and taught English. Buck received the Pulitzer Prize in 1932 for *The Good Earth*. In 1938, she was awarded the Nobel Prize in Literature, becoming the first American woman, and only the third American, to win that prize.

Yoshiko Uchida (1921–1992) was born in California to Japanese immigrants. She often recounted the experiences of Asian Americans in her writing, including stories about Japanese internment camps, which Uchida experienced firsthand during World War II. Uchida said, "through my books I hope to give young Asian Americans a sense of their past and to reinforce their self-esteem and self-knowledge."

Understanding Literary Criticism Sociological Criticism

What does it mean to study society? Society is both the larger group and the individuals who comprise it. A group is not fixed but rather in constant flux. This also is true of the works of art in which a society is reflected. As seen through the sociological lens, a literary text is part of a cultural process. It cannot be seen apart from the values and rules that govern the society at large. However, just as the social structure keeps changing and evolving, so do the expectations or attitudes of authors and readers.

Sociological criticism is sensitive to how a work of both mirrors and influences society.

People grow used to everything except living in a society which has not their own manners.

—HAROLD DE TOCQUEVILLE, NINETEENTH-CENTURY HISTORIAN

Overview of Sociological Criticism

Sociological reading of literature proposes to discover the mind-set and behavior of the individuals and groups a text portrays. At the same time, such a reading recognizes the power of the text to reshape social perceptions.

Sociological literary criticism overlaps with political criticism in some ways (see Unit 7, pages 972–973), but study a text for what it reveals about economic or social class. Sociological criticism is less rigid than political criticism, however, and looks at a text from a range of perspectives. The sociological critic asks questions such as Who is the writer? Who is the audience of this text? How does the work reflect on the society depicted? What is the writer's political and social agenda?

Such questions are especially relevant today. In fact, sociological criticism is most pertinent when literature asks profound questions about the society it depicts. The very act of raising such issues can be seen as a form of political and social action.

There is a clear historical basis for modern sociological criticism. In the late-nineteenth century, novelists and intellectuals began responding directly to the

pressures of industrialized life. The relationship of the individual to new economic and social structures was addressed in novels by authors such as Mark Twain, Theodore Dreiser, and Upton Sinclair. It seemed as though society finally had become aware of itself and that writers were at the forefront of this social consciousness.

The field of modern sociology also has its roots in this rapidly changing era. In the United States, a new breed of social scientists began studying social patterns and structures. They paid particular attention to industrialization, urbanization (the movement of people to the cities), the growing immigrant population, and the emergence of a leisure class. Contemporary sociological theory continues to follow social trends and patterns, and literary theory keeps pace with these changes.

Application of Sociological Criticism

Some works lend themselves particularly well to sociological analysis. Consider Amy Tan's memoir of an immigrant Chinese mother who spoke so-called broken English. As you study "Mother Tongue," notice the following elements.

Author's Voice and Tone
Tan defines herself as "someone who has always loved language," but her identity as a Chinese American is complicated by the question of which language to speak: the language of her Chinese family or the language of mainstream American culture. Notice how language and identity come together in her description of this scene:

Recently, I was made keenly aware of the different Englishes I do use. I was giving a talk to a large group of people, the same talk I had already given to half a dozen other groups. The nature of the talk was about my writing, my life, and my book, *The Joy Luck Club*. The talk was going along well enough, until I remembered one major difference that made the whole talk sound wrong. My mother was

...a Belief in Higher Levels of Rigor

READING INDEPENDENTLY
Theme: Visions of the Future

"And I see something even beyond this. It may be fantastic now, a mere dream..."
—Isaac Asimov, from "The Feeling of Power"

When you think of the future, do you feel afraid or hopeful? Many writers have contemplated the future of humanity in light of advances in technology and political conflicts between nations. For such writers, the future holds grim promise, unless humans change their ways. Other writers may take a more optimistic view of the future, believing that technology will allow people to do amazing things. The stories in this section could be read as either a warning or a promise.

USE READING SKILLS

When you read independently, you use various reading skills without thinking about it. Each of these excerpts from "A Sound of Thunder" by Ray Bradbury (page 882) are followed by a model for applying the reading skills you have practiced in Units 1–5.

A warm phlegm gathered in Eckels's throat; he swallowed and pushed it down. The muscles around his mouth formed a smile as he put his hand slowly out upon the air, and in that hand waved a check for ten thousand dollars to the man behind the desk.

"Does this safari guarantee I come back alive?"

Determine Author's Approach: The story is told from the third-person limited point of view, meaning that we're able to see things from Eckels's perspective. This helps us experience what he experiences and to understand his feelings.

Eckels glanced across the vast office at a mass and tangle, a snaking and humming of wires and steel boxes, at an arena that flickered now orange, now silver, now blue. There was a sound like a gigantic bonfire burning all of Time, all the years and all the parchment calendars, all the hours piled high and set aflame.

860 UNIT 6 INDEPENDENT READING

Mirrors & Windows is the most rigorous secondary literature program currently available. The scaffolded instructional approach gradually reduces the level of instruction and support as students work their way through the program, encouraging students to become independent readers and thinkers.

- Independent Readings provide students with opportunities to apply the strategies and skills that they have learned previously in the program, and to monitor their own comprehension.
- Text-to-Text Connections encourage students to make connections between the literary selections and other literature, informational texts, and primary sources.
- *Exceeding the Standards* resource books offer additional in-depth study, practice, and enrichment.



...a Focus on Information and Media Literacy Skills

Mirrors & Windows emphasizes technology, computer, and work-related skills to help your students succeed in the 21st century.

- Nonfiction units include an overview of Informational Text and Visual Media.
- Informational Text Connections present related informational texts, graphics, and technical and consumer documents.

Informational Text CONNECTION

Contracts are legal documents that describe an agreement between two parties. Both parties sign the contract and agree to abide by its rules. An employment contract outlines the terms of employment, the salary, time off, rules of termination, and the process for grievances. Think about what benefits a contract might have for both an employer and an employee. As you read the contract, consider how a similar contract would have affected Nellie in "Who Said We All Have to Talk Alike?"

EMPLOYMENT CONTRACT FOR A NANNY

BETWEEN

1. Ronald and Philips MacKubin ("the Employer")
2. Sophie Arnout ("the Nanny")

It is agreed that the Employer will employ the Nanny on the following terms and conditions:

I. Terms of Employment

- 1.a. The Nanny is employed to work at the Employer's home at 1265 Fern Glen Drive, Abbitdale, PA, or any other locations that the Employer may require within reason.
- 1.b. The Nanny will start employment on June 15, 2008, and finish employment at a future time to be determined by both parties.
- 1.c. The Nanny's duties shall be:
 - A. Caring for these children:
 - Name: Hugh MacKubin Age: 7
 - Name: Linda MacKubin Age: 4
 - Name: Jackson MacKubin Age: 2
 - B. Babysitting at times agreed in advance.
 - C. Other duties as specified here: Preparing breakfast and lunch for the children, bathing the children, tidying the children's rooms.

EMPLOYMENT CONTRACT FOR A NANNY 163

Introduction to Informational Text and Visual Media

Purposes of Nonfiction
In the previous unit, you read several types of nonfiction, including autobiography, biography, and essay. One of the characteristics shared by these types of nonfiction is a subjective approach, an emphasis on the writer's personal response to his or her subject. There are many other types of nonfiction, however, where the writer's approach to the subject is much more objective. To help understand this distinction, read the following passages. Both deal with the importance of space exploration. How do the two passages differ?

The question I am most often asked is, "Where is the frontier now?" The answer should be obvious. Our frontier lies in outer space. The moon, the asteroids, the planets, these are mere stepping stones, where we will test ourselves, learn needed lessons, and grow in knowledge before we attempt those frontiers beyond our solar system.

—GERT VON DANK, "The Frontiers Frontier"

Achieving spotlights enabled humans to begin to explore the solar system and the rest of the universe, to understand the many objects and phenomena that are better observed from a space perspective, and to use for human benefit the resources and attributes of the space environment. All of these activities—discovery, scientific understanding, and the applications of that understanding to serve human purposes—are elements of space exploration.

—GREGORY BERTHOUD, "Space Exploration"

The two passages differ in several ways, including the style of the writing, the tone, and the level of detail that is presented. Another major difference is in the basic purpose of the two passages. Louis L'Amour's essay does far more than simply relate the facts of space exploration. He interprets these facts and uses them to support an idea he is hoping to persuade his reader to accept. By contrast, the basic purpose of the encyclopedia article is to present the facts about space exploration in a straightforward and objective way. An encyclopedia article is one common type of informational text.

Types of Informational Text
An informational text is a type of nonfiction whose basic purpose is to inform rather than to entertain or persuade. Among the most common types of informational texts are articles of various kinds. Here are a few of the most familiar.

News Article
A news article is an informational text about a particular topic, issue, event, or series of events. News articles can be found in newspapers, in magazines, and on Internet sites. Broadcast news stories on radio and television are also news articles. The main purpose of such articles is to convey information. This is particularly evident in the newspaper story, where the traditional structure is the "inverted pyramid." In a news story using this structure, the most important facts are presented first, followed by less important supporting details.

Science Article
A familiar type of news article is the science article, which offers information about a particular theory, scientific observation, or discovery. These articles are sometimes filled with a specialized vocabulary or jargon. Writers who write about science for a mainstream audience, however, usually avoid terms with which most readers would be unfamiliar. Robert Lattimer's "The Size of Things" (page 378), for example, discusses the size of the universe in a way that is concise and easily understood.

Web Page
A web page is the basic unit of the World Wide Web, an organizational structure that includes a large part of what is offered on the Internet. One of the main purposes of web pages is to provide information. Web pages can contain links, or connections to other pages within the site or in completely different sites altogether. These connections are mostly in the form of "hotlinks" or "hyperlinks," which are addresses signaled by underlined or differently colored text.

Types of Visual Media
In addition to written language, information is conveyed through visual media, or pictorial or other graphic forms of communication. There is a wide variety of visual media, including photographs, illustrations, charts, diagrams, and maps.

Photograph
A photograph is an image typically created by light acting on a sensitive material. Photography is one of the primary visual methods of providing information. Like an informational text, a photograph needs to be "read" carefully. This might include identifying the overall subject, focusing in on specific details, and checking the title, label, caption, or other accompanying text. Photographers take photographs for a purpose. Arthur Rothstein's famous photographs of the Dust Bowl (page 432), for example, were taken to create a historical record and to inform viewers of the plight of poor farmers.

Illustration
An illustration is a photograph, drawing, or diagram that serves to make a concept clearer by providing a visual example. The illustrations in Tim Flannery and Peter Schouten's *Azarnian Animals: Extraordinary Creatures and the Fantastic Worlds They Inhabit* (page 443) help readers understand the strange animals that the text describes.

Chart
A chart is a visual representation of data that is intended to clarify, highlight, or put a certain perspective on the information presented. There are many types of charts, each with a different purpose. Here are some common examples:

- A time line shows the relative order of a series of events, such as dates in a period of history.
- A flow chart is a graphic representation of a process. For example, a flow chart might show how a bill becomes a law.
- A pie chart or circle chart shows the parts that make up the whole of something. For example, a pie chart might show the proportion of the world's fresh water on each continent.

Diagram
A diagram is an illustration that serves to explain a concept or process, and the arrangement and relationships among its various parts.

Map
A map is a representation, often on a flat surface such as a sheet of paper, of a geographic area that shows various significant features. These features vary with the purpose of the map. For example, a political map includes such features as the boundaries of countries and the locations of cities and towns. The map included in the entry from David Alan Sibley's *The Sibley Guide to Birds* (page 390) shows readers the specific range of a particular bird.

- Writing Workshops include assignments to develop applied writing skills.

- *Exceeding the Standards: Special Topics* resource books offer lessons on computer skills and personal and career development.



- *Exceeding the Standards: Speaking & Listening* provides explicit instruction expanding on the topics covered in the textbook's Speaking & Listening Workshops.



Mirrors & Windows Differentiated Instruction Provides Extensive Support for Meeting Florida's Access Points

Mirrors & Windows provides instructional support for students of all ability levels and learning styles.

- Differentiated Instruction activities in the Teacher's Editions offer teaching ideas for Reading Proficiency, English Language Learning, Enrichment, and Learning Styles (Audio, Visual, and Kinesthetic).

Teach the Selection

Analysis Literature
Answer: Direct students once again to the allusions Hughes makes to *Whistler* and *Douglass*. How does Hughes use allusion to introduce Tubman successfully as a major figure in African-American history?

Use Reading Strategies
Main Inference: Have students read the description of how Tubman's epilepsy afflicted her. Then ask students to make inferences about why Harriet allowed her master to take her "sightless" because of the blow *Answer:* He knew if her master thought she was "sightless" that he would not suspect her of running away or helping others run away.

CULTURAL CONNECTION

The Story of Moses in the Bible
The master who owned her was a Hebrew, who was enslaved in Egypt in the 1400s, according to the Bible. Moses, the Hebrew Tubman was born a slave, but he did not live a slave's life, instead, he was selected by the shepherd of the flocks of Egypt and brought up as a royal prince. After he discovered his identity, he declined to return to his people from slavery. The Egyptian queen came with a number of pharaohs, and the Pharaoh reluctantly agreed to free the Hebrews.

When she was about twenty-four years old, she married a noble, colorful fellow named Tubman, who did not care about her concerns for leaving the slave country. A few years later, when her old master died, Harriet heard that she and two of her brothers were to be sold, so they decided to run away, together. It was dangerous to tell anyone. Harriet had no money to let even her mother know directly. But on the evening that she was leaving, she went above the fields and the slaves quarters singing "I'll take that old Israel home."

For years to leave you.
I'll head for the Promised Land."

Visual *Whistler's* *Portrait of a Slave*
Audio *Whistler's* *Portrait of a Slave*
Kinesthetic *Whistler's* *Portrait of a Slave*

Teach the Selection

Critical Viewing
Write, paraphrase, and paint. Research Roger Shuster (1903-2003) lived to be 101 years old and continued creating artwork throughout his long life. Shuster portrayed social and political issues in his art in the 1930s, when this painting was created. He was concerned with the plight of the American farmers, both black and white, who were struggling to survive the Great Depression. Shuster's husband, Ben Shuster, was a famous painter who met while he was working with the artist Diego Rivera. Both Benjamin's and Ben's paintings are often classified under the style of Social Realism, a style that became popular in 1930 in America during the Depression. Social realist painters depicted the lives of working-class people and showed the hardships of their daily life. They refused to bring attention to social problems and to create change.

Art Activity Ask students to examine the painting on this page. How does it suggest the idea of "Social Realism"? What other words would you use to describe the style? If it could be, what mood does the painting create?

Differentiated Instruction

Reading Proficiency
Answer: Encourage students to thoroughly reread the *Before Reading* on page 260. Then have them write down what they predict the selection will be about. After they have read the selection, ask them to compare their predictions.

English Language Learning
A discussion with students about biblical imagery may be helpful in focusing on the story. Point out that the title, the opening quotation from Tubman, and the spiritual she sang at the end of the story all suggest that she was a woman of faith in a higher being.

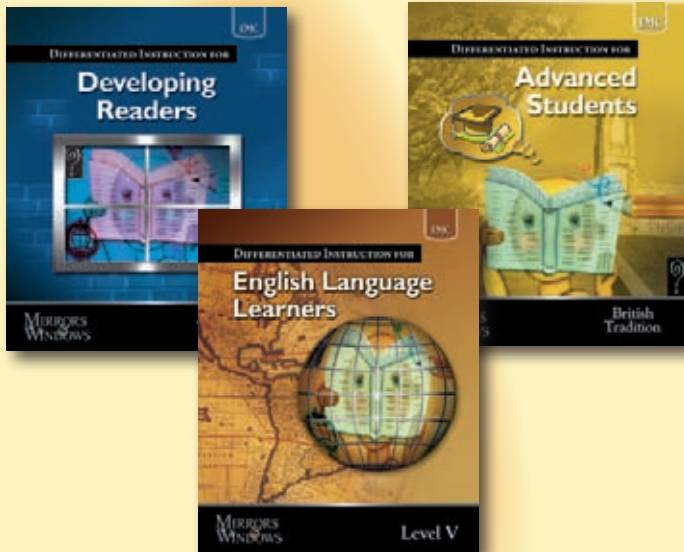
Enrichment
What other conductors helped slaves gain freedom? Ask students to identify a conductor, other than Tubman, who worked for the Underground Railroad. After doing research, have them write a biographical profile that describes his or her achievements.

Differentiated Instruction

Learning Styles
Answer: Tubman was known for her singing. Have students listen to the words of spirituals from the period of Tubman's lifetime and encourage them to explain the possible meanings of the words. In addition, audio learners may benefit by hearing this selection on EMC's Audio Library.

Visual Hughes describes the various ways that Tubman disguised herself. Have students draw one of the scenarios in which she used her wits to escape capture.

Kinesthetic Divide students into groups of five or three and select different incidents from the story to act out. Encourage students to try to capture the emotions of each character.



- Differentiated Instruction resource books provide additional support for Developing Readers, English Language Learners, and Advanced Students.

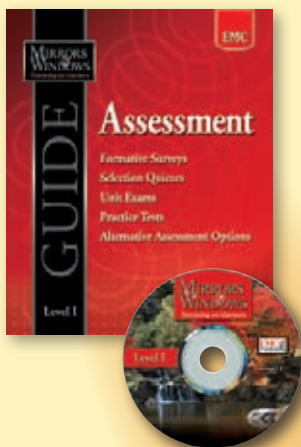


Mirrors & Windows, with the Help of Educational Testing Service (ETS), Prepares Your Students for FCAT Success

The *Mirrors & Windows* program contains extensive opportunities and support materials to help prepare your students for succeeding on the FCAT and other high-stakes tests.

Cognitive Complexity Classification	<i>Mirrors & Windows</i> Middle School Program	<i>Mirrors & Windows</i> High School Program
Low Complexity	Find Meaning: Remember Understand	Refer to Text: Remember Reason with Text: Understand
Moderate Complexity	Make Judgments: Apply Analyze Evaluate Create	Reason with Text: Apply Analyze Evaluate Create
High Complexity		

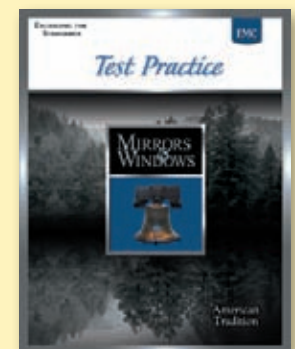
- The postreading questions for each selection in *Mirrors & Windows* are based on the revised Bloom's Taxonomy to align with Florida's Cognitive Complexity classification system.



Assessment Guide

- Test questions in ExamView® are labeled by level of difficulty as Easy, Moderate, or Challenging to align with the FCAT Cognitive Complexity levels.
- Formative survey questions are also labeled by level of difficulty.

- Exceeding the Standards: Test Practice* provides timed, unit-based practice tests in formats commonly used for standardized and state-specific tests.



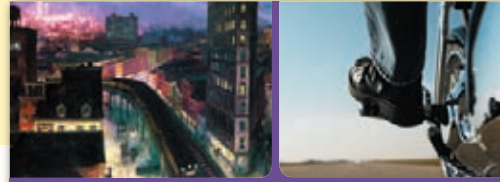
- ETS Online Criterion-Based Essay Grader is a Web-based tool that allows students to evaluate their essay writing online before submitting it to the teacher.
- Additional help and practice are available at **mirrorsandwindows.com**.

- Meeting the Standards* unit resource books include an FCAT practice test for each unit.

Additional Mirrors & Windows Test-Taking and FCAT Skill Development...

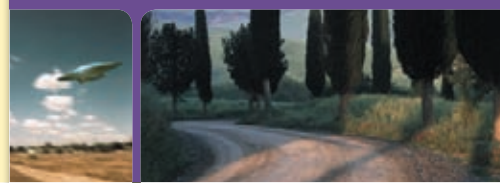
Mirrors & Windows provides additional opportunities in the student textbooks to help your students build test-taking skills.

- The Language Arts Handbook in the back of each textbook provides an in-depth section on Test-Taking Skills.



Language Arts Handbook

1	Reading Strategies & Skills	933
2	Vocabulary & Spelling	944
3	Grammar & Style	958
4	Writing	991
5	Research & Documentation	999
6	Applied English	1009
7	Speaking & Listening	1015
8	Test-Taking Skills	1022



- Reading Assessment questions in the postreading provide additional practice answering multiple-choice and constructed response questions.

EXTENDING READING

EXTEND THE TEXT

Writing Options
Creative Writing Lili and James plan to meet for a riverboat ride on Sunday. Hana and Taro will eventually have a marriage ceremony and move in together. Choose one of these events and write a one-page narrative. Choose a narrator, the actions that take place, and create descriptive details. Think about what you know about the couple's backgrounds and interests. Also consider the traits of each character. How would each react during the event?

Expository Writing You are creating a study guide about the pairing of "The Good Deed" and "Tears of Autumn" for other students. Write a one- to two-paragraph plot analysis of each story that identifies the main conflict and describes how it is introduced, developed, and resolved. Then explain what a reader can gain from reading the two stories together. What perspective does each cast on the other?

Lifelong Learning
Research Immigration With your classmates, create a display about the immigrant experience in America.

READING ASSESSMENT

- What motivates Ms. Pan to overcome her fear and leave the apartment building and cross the street?
 - She wants to test her grandson and see if he will help her across.
 - She is encouraged by the smiles and waves of the man from the china store and wants to speak with him.
 - She has a strong desire to help Lili find a husband.
 - She hopes that she will find replacements for the bowls she broke.
 - It is a beautiful day, and she is tired of being inside the apartment all the time.
- Why does Hana suggest herself as a match for Taro Taketa in "Tears of Autumn"?
 - There was no one else in the village worth marrying.
 - She wants to spite her sisters.
 - She wants to improve her English.
 - She likes the look of his photo.
 - She wants to escape village life and family pressures.
- Why does Uchida title her story "Tears of Autumn"?
 - Hana has an uncomfortable voyage, misses her homeland, and is afraid of her future.
 - The Oniya family misses Hana and wishes she hadn't left.
 - Hana is very disappointed to see how her future husband looks.
 - Hana is delighted that her life will start anew in America.
 - Taro Taketa is overjoyed that someone will end his loneliness.
- On page 92 of "The Good Deed," the term *assaulted* most nearly means
 - shielded.
 - assaulted.
 - abandoned.
 - approached.
 - retreated.
- According to the characters of both stories, what are the benefits of arranged marriage? Was Mrs. Pan's son justified in pretending his marriage had been arranged? Explain.

- Each unit in the textbooks contains a fully developed Test Practice Workshop that covers Reading, Writing, and Revising and Editing.

TEST PRACTICE WORKSHOP

Revising and Editing Skills

Some standardized tests ask you to read a draft of an essay and then answer questions about how to improve it. As you read the draft, think about the corrections and improvements you would make to the essay. Watch for the following errors:

- misquoting
- disagreement between subject and verb

Writing Skills

EXPOSITORY WRITING

Many standardized tests include sections that ask you to demonstrate your writing ability by composing an essay in response to a prompt, or topic. Sometimes, you are asked to write an expository, or informative, piece. The purpose of this common mode of writing is to inform, explain, or instruct in a straightforward manner.

Writing Tip
Between planning and outlining your essay and the actual writing, you should keep the following tips in mind:

- Write a clear thesis statement that will be able to readily understand.
- Identify your narrow topic, a body (in which you sum up the information), and a conclusion (in which you sum up the information).
- Use only relevant information.
- Use standard English, your own words, and appropriate punctuation.
- Use a variety of sentence structures.
- Use a variety of transitions.
- Use a variety of punctuation.
- Use a variety of capitalization.
- Use a variety of spelling.
- Use a variety of punctuation.

Reading Skills

EVALUATE CAUSE AND EFFECT

Cause and effect is the relationship between two things when one thing makes something else happen. For example, if we eat too much food and do not exercise, we gain weight. Eating too much food combined with a failure to exercise is the cause; weight gain is the effect. Recognizing cause-and-effect relationships is necessary in understanding how the world works.

Test-Taking Tip
If you don't know the answer to a multiple-choice question, see how many of the choices you can eliminate. Once you have narrowed down your options, the odds are better that you will choose the correct answer.

PRACTICE


Directions: Read the following excerpts from the Knight Ridder Tribune News Service. The questions that come after it will ask you to evaluate cause and effect.

Light-struck or star-struck?
Knight Ridder Tribune News Service
Washington, March 23, 2004

The following editorial appeared in the *Harford Courant* on Monday, March 22.

With fossil fuel-burning vehicles multiplying like fruit flies and the planet steadily warming, the subject of light pollution may not appear to be an environmental priority.

TEST PRACTICE WORKSHOP 657



*Correlation of
Mirrors & Windows
to
Florida Reading and
Language Arts Standards*

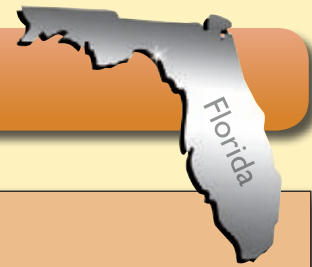
On the following pages you will find a listing of the Florida standards and benchmarks for each selection and lesson in *Mirrors & Windows: Connecting with Literature*.



Correlation to the Florida

Unit 1 Fiction Meeting the Unexpected		Florida Sunshine State Standards Grade 7
Introduction to Fiction	4	Vocabulary Development LA.7.1.6.1, LA.7.1.6.2, LA.7.1.6.3 Reading Comprehension LA.7.1.7.1 Fiction LA.7.2.1.1, LA.7.2.1.2, LA.7.2.1.4
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Sunshine State Standards

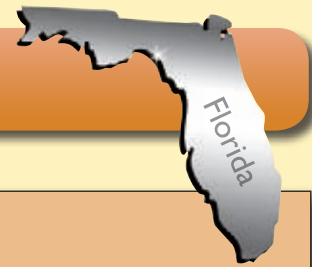


Unit 1 Fiction Meeting the Unexpected		Florida Sunshine State Standards
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Correlation to the Florida

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Sunshine State Standards

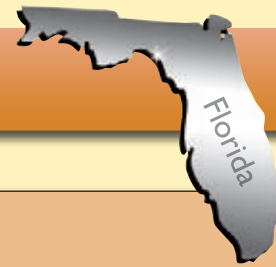


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Correlation to the Florida

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Sunshine State Standards



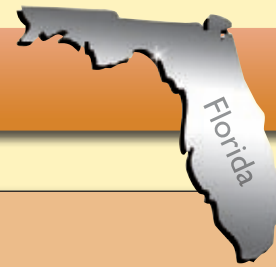
Unit 2 Fiction Learning Values		Florida Sunshine State Standards
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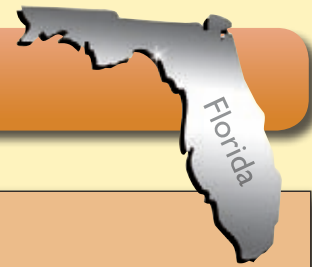


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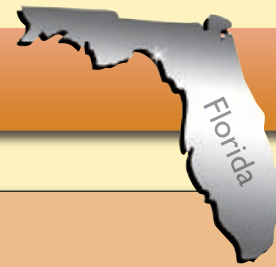


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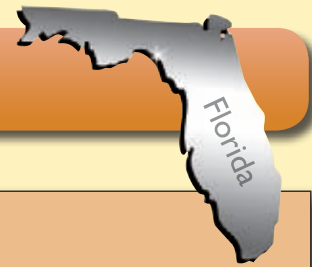
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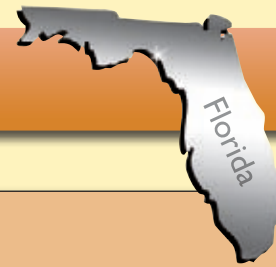


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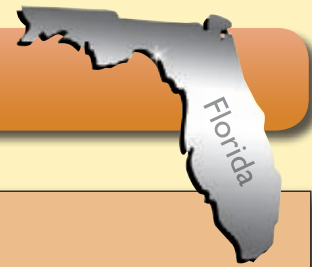


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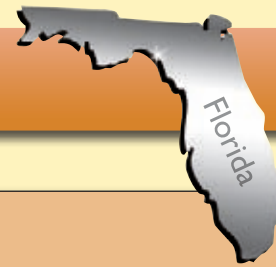


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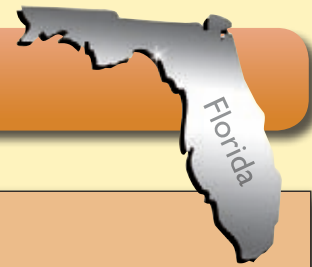


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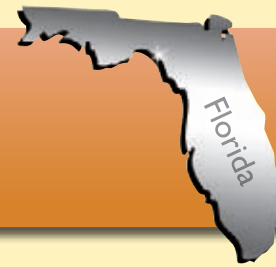
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For Your Reading List	805	Reading Comprehension LA.7.1.7.8 Fiction LA.7.2.1.1
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Test Practice Workshop Writing Skills: Research Report Revising and Editing Skills Reading Skills: from Why the Owl Has Big Eyes	816 817 818	Vocabulary Development LA.7.1.6.4 Reading Comprehension LA.7.1.7.1 Revising LA.7.3.3.2 Editing for Language Conventions LA.7.3.4.3, LA.7.3.4.4, LA.7.3.4.5 Informative LA.7.4.2.3 Vocabulary Development LA.7.1.6.2 Reading Comprehension LA.7.1.7.3, LA.7.1.7.8 Research Process LA.7.6.2.1