

WRITE SOURCE © 2007

correlated to

Illinois

Writing Assessment

Framework

Early High School

Grade I I

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Grade 11
 correlated to
Illinois Writing Assessment Framework
Early High School

STATE GOAL 3

Write to communicate for a variety of purposes.

Standard A

Use correct grammar, spelling, punctuation, capitalization and structure.

| Late High School Benchmarks | Write Source, Grade 11 |
|---|--|
| 3.11.01 Recognize correct subject verb agreement. | Student Edition: 130-132, 194, 752-755 Teacher Edition: 130-132, 194, 752-755 |
| 3.11.02 Recognize appropriate use of subordinating conjunctions and relative pronouns. | Student Edition: 130-132, 195 Teacher Edition: 130-132, 195 |
| 3.11.04 Select prepositions and pronouns precisely and in keeping with established idioms (e.g., going to the store, rather than going at the store). | Student Edition: 130-132 Teacher Edition: 130-132 |
| 3.11.05 Recognize subject verb agreement in sentences with collective nouns and indefinite pronouns as subjects. | Student Edition: 194, 752-755 Teacher Edition: 194, 752-755 |
| 3.11.06 Recognize the distinctions between adjective and adverbial forms of words and when each is appropriate for a given context (e.g., With a dreamy—not “dreamily”—look in his eye, he made a wish.) | Student Edition: 76, 307 Teacher Edition: 76, 307 |
| 3.11.07 Recognize the correct form of regular and irregular verbs including how they should be formed in different tenses (e.g., The book should have—not “of”—been returned by now.) | Student Edition: 720-721 Teacher Edition: 720-721 |
| 3.11.08 Recognize the proper form of possessive pronouns, and distinguish them from adverbs and contractions (e.g., They need their—not “there”—buckets to play in the sand. The movie has a charm all its—not “it’s”—own.) | Student Edition: 130-132, 250, 704-711 Teacher Edition: 130-132, 250, 704-711 |
| 3.11.09 Recognize the proper case of a pronoun in a given context (e.g., She—not “Her”—and I went to the math contest.) | Student Edition: 130-132, 704-711 Teacher Edition: 130-132, 704-711 |

| Late High School Benchmarks | Write Source, Grade 11 |
|---|--|
| 3.11.10 Recognize the correct form of words used to create a comparison (e.g., They are the fastest—not “most fastest”—swimmers.) | Student Edition: 306 Teacher Edition: 306 |
| 3.11.12 Avoid run-on sentences, fused sentences, comma splices, and sentence fragments. | Student Edition: 86-88, 130-132, 190-191 Teacher Edition: 86-88, 130-132, 190-191 |
| 3.11.13 Recognize sentences in which modifiers are properly placed in order to avoid ambiguity or confusion (e.g., They thought the room filled with flowers was lovely. Not: Filled with flowers, they thought the room was lovely.) | Student Edition: 75 Teacher Edition: 75 |
| 3.11.14 Maintain consistency of person within a sentence and between sentences (e.g., You may spend the time riding your bike or jogging around the track. You—not “One”—may also lift weights.) | Student Edition: 756 Teacher Edition: 756 |
| 3.11.15 Maintain consistency of voice within a sentence. | Student Edition: 20-21, 68-72, 186-187, 298-299, 548 Teacher Edition: 20-21, 68-72, 186-187, 298-299, 548 |
| 3.11.17 Recognize the mood in which a verb should be placed to create a coherent sentence (e.g., They told Mr. Liu that his car had been fixed and he can—not “ were to”—pick it up at the garage.) | Student Edition: 75 Teacher Edition: 75 |
| 3.11.18 Recognize when commas are needed to set off independent modifiers. | Student Edition: 130-132, 608-617 Teacher Edition: 130-132, 608-617 |
| 3.11.19 Recognize when semicolons are needed and/or effective between two closely related clauses. | Student Edition: 618-619 Teacher Edition: 618-619 |
| 3.11.20 Identify and omit misplaced commas, colons, dashes, and semi-colons. | Student Edition: 130-132, 608-621 Teacher Edition: 130-132, 608-621 |
| 3.11.21 Recognize whether the end of a sentence should be punctuated with a period, question mark, or exclamation point. | Student Edition: 605 Teacher Edition: 605 |
| 3.11.22 Recognize the correct use of apostrophes. | Student Edition: 130-132, 628-631 Teacher Edition: 130-132, 628-631 |
| 3.11.23 Recognize when information within a sentence should be identified, through punctuation, as parenthetical and how to identify it as such with the correct use of commas, dashes, or parentheses. | Student Edition: 638, 640 Teacher Edition: 638, 640 |
| 3.11.24 Understand how to use punctuation to avoid ambiguity in a sentence (e.g., The boys say the girls are talented. The boys, say the girls, are talented.) | Student Edition: 130-132 Teacher Edition: 130-132 |

Standard B

Compose well-organized and coherent writing for specific purposes and audiences.

| Late High School Benchmarks | Write Source, Grade 11 |
|---|--|
| 3.11.27 Recognize and eliminate wordiness or redundancy. | Student Edition: 78-79 Teacher Edition: 78-79 |
| 3.11.28 Recognize the best order of words in a sentence or of sentences in a paragraph to maintain or establish clarity and coherence. | Student Edition: 184, 241, 302-303, 595-596 Teacher Edition: 184, 241, 302-303, 595-596 |
| 3.11.29 Recognize the word or phrase that creates the most logical and effective transition between parts of a sentence, between sentences, or between paragraphs. | Student Edition: 241, 302-303 Teacher Edition: 241, 302-303 |
| 3.11.30 Identify the best sentence to be added to a paragraph (e.g., a sentence, from a list, that adds something significant and relevant to a paragraph). | Student Edition: 83-84, 241 Teacher Edition: 83-84, 241 |
| 3.11.31 Decide the best place to divide one paragraph into two paragraphs to create coherent paragraphs, each with a distinct focus, mood, or other specified purpose. | Student Edition: 185 Teacher Edition: 185 |
| 3.11.33 Recognize the best analysis of the effect of removing specified words or phrases from sentences or of removing specified words, phrases, or sentences from paragraphs. | Student Edition: 185, 190-191 Teacher Edition: 185, 190-191 |
| 3.11.34 Recognize words that maintain the style and tone of a paragraph or essay (e.g., avoiding words that are too formal, casual, old-fashioned, academic, technical for an established context). | Student Edition: 24, 64, 78, 80, 85, 595-596 Teacher Edition: 24, 64, 78, 80, 85, 595-596 |
| 3.11.35 Select words that establish or maintain clarity rather than words that result in mixed metaphors or other nonsensical or confusing statements. | Student Edition: 74-75, 78-79, 80, 595-596 Teacher Edition: 74-75, 78-79, 80, 595-596 |

Standard C

Communicate ideas in writing to accomplish a variety of purposes.

| Late High School Benchmarks | Write Source, Grade 11 |
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| 3.11.36 Persuasive Writing: Take a position on the question stated in the prompt. Write about one of the two points given or present a different point of view. Use specific reasons and examples to support your position | Student Edition: 220-253, 260-266, 268-272, 482-483 Teacher Edition: 218a-b, 220-253, 260-266, 268-272, 482-483 |



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