

Louisiana Department of Education
English Language Arts
Correlation to
Grade Level Expectations

WRITE SOURCE

Grade 12 Correlation Document



Great Source Education Group
A division of Houghton Mifflin Harcourt Publishing Company
Write Source
English Language Arts/Writing, Composition and Grammar
Grade 12

Book Title: Write Source Grade Level: 12

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
Reading and Responding - Standard 1		
1. Extend basic and technical vocabulary using a variety of strategies, including:		
○ analysis of an author’s word choice		
○ use of related forms of words		
○ analysis of analogous statements (ELA-1-H1)		
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:		
○ apostrophes		
○ rhetorical questions		
○ metaphysical conceits		
○ implicit metaphors (metonymy and synecdoche) (ELA-1-H2)		

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:		
○ fiction/nonfiction	Pupil/ Teacher's Edition: 275-314, 315-322, 323-339	
○ drama/poetry		
○ public documents		
○ film/visual texts		
○ debates/speeches (ELA-1-H3)		
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)		

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Standard 6		
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)		
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American, British, or world literature (ELA-6-H2)		
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:		
○ essays and memoirs by early and modern essay writers		
○ epic poetry such as Beowulf		
○ forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue	Pupil/ Teacher's Edition: 330-331	

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○ drama, including ancient, Renaissance, and modern comedies and tragedies		
○ short stories, novellas, and novels	Pupil/ Teacher's Edition: 315-322	
○ biographies and autobiographies	Pupil/ Teacher's Edition: 332-335, 336-337	
○ speeches (ELA-6-H3)		
8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:		
○ an autobiography/diary gives insight into a particular time and place		
○ the pastoral idealizes life in the country		
○ the parody mocks people and institutions		
○ an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)		

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Standard 7		
9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:		
○ interpreting and evaluating presentation of events and information		
○ evaluating the credibility of arguments in nonfiction works		
○ making inferences and drawing conclusions		
○ evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)		
○ comparing and contrasting major periods, themes, styles, and trends within and across texts		
○ making predictions and generalizations about ideas and information		
○ critiquing the strengths and weaknesses of ideas and information		

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○ synthesizing (ELA-7-H1)		
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:		
○ school library catalogs	Pupil/ Teacher's Edition: 377, 382	
○ online databases	Pupil/ Teacher's Edition: 374	
○ electronic resources	Pupil/ Teacher's Edition: 374, 376	
○ Internet-based resources (ELA-7-H2)	Pupil/ Teacher's Edition: 374	
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)		
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)		
13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:		
○ identifying cause-effect relationships	Pupil/ Teacher's Edition: 64	

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ raising questions	Pupil/Teacher's Edition: 533-542	
○ reasoning inductively and deductively	Pupil/ Teacher's Edition: 62-63	
○ generating a theory or hypothesis		
○ skimming/scanning	Pupil/Teacher's Edition: 535-536	
○ distinguishing facts from opinions and probability (ELA-7-H4)		
Writing - Standard 2		
14. Develop complex compositions, essays, and reports that include the following:		
○ a clearly stated central idea/thesis statement	Pupil/Teacher's Edition: 17, 103, 173, 207, 263, 285, 319, 325, 327, 333, 400, 592	
○ a clear, overall structure (e.g., introduction, body, appropriate conclusion)	Pupil/Teacher's Edition: 18-19, 105-112, 142-143, 146, 159, 167-168, 175-180, 184, 204-205, 208, 223-224, 231-236, 260-261, 264, 270-271, 279-280, 288-292, 316-317, 320, 328-329, 384-392, 402-407, 457-458, 475-476, 491, 493, 502-503, 513, 515, 517, 519, 590, 597	

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction) 	Pupil/Teacher's Edition: 17-19, 59-66, 104, 105-112, 145, 159, 175-180, 174, 230, 231-236, 240-241, 270-271, 285, 288-292, 342-345, 401, 402-407, 475-476, 584-588, 590-591	
<ul style="list-style-type: none"> ○ transitional words, phrases, and devices that unify throughout (ELA-2-H1) 	Pupil/ Teacher's Edition: 296-297, 592-593	
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
<ul style="list-style-type: none"> ○ word choices appropriate to the identified audience and/or purpose 	Pupil/ Teacher's Edition: 73-80, 188-189, 244-245, 300-301	
<ul style="list-style-type: none"> ○ vocabulary selected to clarify meaning, create images, and set a tone 	Pupil/ Teacher's Edition: 73-80, 188-189, 244-245, 300-301	
<ul style="list-style-type: none"> ○ information/ideas selected to engage the interest of the reader 	Pupil/ Teacher's Edition: 51-58, 182, 238-239, 294-295	
<ul style="list-style-type: none"> ○ clear voice (individual personality) (ELA-2-H2) 	Pupil/ Teacher's Edition: 67-72, 186-187, 242-243, 298-299	
16. Develop complex compositions using writing processes such as the following:		
<ul style="list-style-type: none"> ○ selecting topic and form (e.g., determining a purpose and audience) 	Pupil/Teacher's Edition: 10, 15, 98-99, 144, 206, 226, 262, 282, 346, 363, 394	

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○ prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements)	Pupil/Teacher's Edition: 10, 15-17, 64-65, 97-104, 144-145, 158, 170-174, 206-207, 212-213, 225-230, 262-263, 268-269, 281-286, 318-319, 324-325, 346-347, 355-356, 363, 393-401, 456, 459, 466, 468, 470, 480, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520	
○ drafting	Pupil/Teacher's Edition: 10, 18-19, 105-112, 146-147, 159, 175-180, 208, 214-215, 264, 270-271, 287-292, 320, 326-329, 333-335, 348, 357-358, 364, 402-407, 456, 459, 466, 468, 470, 480, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520	
○ conferencing with peers and teachers	Pupil/Teacher's Edition: 22-23, 121-127	
○ revising for content and structure based on feedback	Pupil/Teacher's Edition: 11, 20-25, 113-120, 147-148, 160, 181-192, 209, 216, 237-248, 265, 272, 293-304, 321, 338, 349, 359, 365, 408-411, 456, 459, 466, 468, 470, 480, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520	
○ proofreading/editing to improve conventions of language	Pupil/Teacher's Edition: 11, 26-27, 89-90, 127-132, 149, 160, 193-196, 210, 216, 249-252, 266, 305-308, 322, 338, 349, 359, 365, 412-415, 456, 459, 466, 468, 470, 480, 482, 490, 492, 500, 503, 512, 514, 516, 518, 520, 604-763 Skillsbook: 3-184 Daily Language Workout: 6-125 Interactive Writing Skills CD-ROM: all	
○ publishing using available technology (ELA-2-H3)	Pupil/Teacher's Edition: 11, 28-30, 91-95, 133-139, 149, 197, 253, 309, 322, 365, 416	

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17. Use the various modes to write complex compositions, including:		
○ definition essay		
○ problem/solution essay		
○ a research project	Pupil/ Teacher's Edition: 383-438, 500-502	
○ literary analyses that incorporate research		
○ cause-effect essay	Pupil/ Teacher's Edition: 456-458	
○ process analyses		
○ persuasive essays (ELA-2-H4)	Pupil/ Teacher's Edition: 219-258, 259-266, 482-483	
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	Pupil/ Teacher's Edition: 600-601	
19. Extend development of individual style to include the following:		

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ avoidance of overused words, clichés, and jargon	Pupil/ Teacher’s Edition: 79, 245	
○ a variety of sentence structures and patterns	Pupil/ Teacher’s Edition: 81-88, 191, 246-247, 302-303, 746-751 Skillsbook: 133-139 Daily Language Workout: 141-148 Interactive Writing Skills CD-ROM: Understanding Sentences: Types of Construction	
○ diction that sets tone and mood	Pupil/ Teacher’s Edition: 71, 212	
○ vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)	Pupil/ Teacher’s Edition: 67-72	
20. Write for various purposes, including:		
○ interpretations/explanations that connect life experiences to works of American, British, and world literature		
○ functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)	Pupil/ Teacher’s Edition: 459-460, 507-521	
Writing/Proofreading - Standard 3		

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21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)	Pupil/ Teacher’s Edition: 81-88, 190-191, 738-757 Skillsbook: 117-184 Daily Language Workout: 8-9, 12-13, 16-17, 20-21, 24-25, 28-29, 32-33, 36-37, 40-41, 44-45, 48-49, 52-53, 56-57, 60-61, 62-65, 68-69, 72-73, 84-85, 90-93, 96-97, 100-101, 104-105, 108-109, 112-113, 116-117, 120-121, 124-125 Interactive Writing Skills CD-ROM: Understanding Sentences: Types of Construction	
22. Apply standard rules of usage, for example:		
○ avoid splitting infinitives	Pupil/ Teacher’s Edition: 726	
○ use the subjunctive mood appropriately (ELA-3-H2)	Pupil/ Teacher’s Edition: 724	
23. Apply standard rules of mechanics and punctuation, including:		
○ parentheses	Pupil/ Teacher’s Edition: 638 Daily Language Workout: 16-17, 78-79, 94-95, 104-105, 114-115, 118-119	
○ brackets	Pupil/ Teacher’s Edition: 644	
○ dashes	Pupil/ Teacher’s Edition: 640 Skillsbook: 23 Daily Language Workout: 6-61, 78-79, 90-91, 100-101, 108-109, 114-115, 118-119	

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	<input checked="" type="checkbox"/> if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ commas after introductory adverb clauses and long introductory phrases	Pupil/ Teacher's Edition: 610 Skillsbook: 9 Interactive Writing Skills CD-ROM: Marking Punctuation: Commas After Introductory Phrases and Clauses	
○ quotation marks for secondary quotations	Pupil/ Teacher's Edition: 634 Interactive Writing Skills CD-ROM: Marking Punctuation: Quotation Marks	
○ internal capitalization		
○ manuscript form (ELA-3-H2)		
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	Pupil/ Teacher's Edition: 380-381	
Speaking and Listening - Standard 4		
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	Pupil/ Teacher's Edition: 439-450, 525, 526	
26. Select language appropriate to specific purposes and audiences for speaking, including:		
○ delivering informational/book reports in class	Pupil/ Teacher's Edition: 439-450	

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ conducting interviews/surveys of classmates or the general public		
○ participating in class discussions (ELA-4-H1)	Pupil/ Teacher’s Edition: 525, 526	
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:		
○ reading and questioning	Pupil/Teacher’s Edition: 534-538	
○ writing responses	Pupil/Teacher’s Edition: 524	
○ forming groups		
○ taking accurate, detailed notes (ELA-4-H2)	Pupil/Teacher’s Edition: 524, 528-530, 532	
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)	Pupil/ Teacher’s Edition: 459-460	
29. Deliver presentations that include the following:		
○ language, diction, and syntax selected to suit a purpose and impact an audience	Pupil/ Teacher’s Edition: 439-449	

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<ul style="list-style-type: none"> ○ delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience 	Pupil/ Teacher’s Edition: 439-449	
<ul style="list-style-type: none"> ○ an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3) 	Pupil/ Teacher’s Edition: 439-449	
30. Use active listening strategies, including:		
<ul style="list-style-type: none"> ○ monitoring messages for clarity 		
<ul style="list-style-type: none"> ○ selecting and organizing information 	Pupil/Teacher’s Edition: 524, 528-529	
<ul style="list-style-type: none"> ○ noting cues such as changes in pace (ELA-4-H4) 		
31. Deliver oral presentations, including:		
<ul style="list-style-type: none"> ○ speeches that use appropriate rhetorical strategies 		
<ul style="list-style-type: none"> ○ responses that analyze information in texts and media 		

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<ul style="list-style-type: none"> ○ persuasive arguments that clarify or defend positions (ELA-4-H4) 	Pupil/ Teacher’s Edition: 439-449	
32. Give oral and written analyses of media information, including		
<ul style="list-style-type: none"> ○ identifying logical fallacies (e.g., attack <i>ad hominem</i>, false causality, overgeneralization, bandwagon effect) used in oral addresses 		
<ul style="list-style-type: none"> ○ analyzing the techniques used in media messages for a particular audience 		
<ul style="list-style-type: none"> ○ critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation 		
<ul style="list-style-type: none"> ○ critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5) 		
33. Participate in group and panel discussions, including:		

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○ identifying the strengths and talents of other participants		
○ acting as facilitator, recorder, leader, listener, or mediator		
○ evaluating the effectiveness of participants' performance (ELA-4-H6)		
Information Resources - Standard 5		
34. Select and critique relevant information for a research project using the organizational features of a variety of resources, including:		
○ print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references)	Pupil/ Teacher's Edition: 373, 377	
○ electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1)	Pupil/ Teacher's Edition: 373, 374, 376	
35. Locate, analyze, and synthesize information from a variety of complex resources, including:		

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<ul style="list-style-type: none"> ○ multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	Pupil/ Teacher’s Edition: 372, 375-382, 394-398	
<ul style="list-style-type: none"> ○ electronic sources (e.g., Web sites or databases) 	Pupil/ Teacher’s Edition: 374, 394-398	
<ul style="list-style-type: none"> ○ other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2) 	Pupil/ Teacher’s Edition: 394-398	
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	Pupil/ Teacher’s Edition: 373	
37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:		
<ul style="list-style-type: none"> ○ formulating clear research questions 	Pupil/ Teacher’s Edition: 395-397	
<ul style="list-style-type: none"> ○ evaluating the validity and/or reliability of primary and/or secondary sources 	Pupil/ Teacher’s Edition: 373	
<ul style="list-style-type: none"> ○ using graphic organizers (e.g., outlining, charts, timelines, webs) 	Pupil/ Teacher’s Edition: 64-65, 393-401, 591	

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<ul style="list-style-type: none"> ○ compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation 	Pupil/ Teacher’s Edition: 393-401	
<ul style="list-style-type: none"> ○ preparing annotated bibliographies and anecdotal scripts (ELA-5-H3) 	Pupil/ Teacher’s Edition: 425-438	
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:		
<ul style="list-style-type: none"> ○ researched information that supports main ideas 	Pupil/ Teacher’s Edition: 383-438	
<ul style="list-style-type: none"> ○ facts, details, examples, and explanations from sources 	Pupil/ Teacher’s Edition: 383-438	
<ul style="list-style-type: none"> ○ graphics when appropriate 	Pupil/ Teacher’s Edition: 91-95, 383-438	
<ul style="list-style-type: none"> ○ complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3) 	Pupil/ Teacher’s Edition: 383-438	
39. Use word processing and/or technology to draft, revise, and publish various works, including:		

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<ul style="list-style-type: none"> ○ functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly 	Pupil/ Teacher’s Edition: 508-511, 514-515, 516-517	
<ul style="list-style-type: none"> ○ analytical reports that include databases, graphics, and spreadsheets 		
<ul style="list-style-type: none"> ○ research reports on high-interest and literary topics (ELA-5-H4) 	Pupil/ Teacher’s Edition: 91-95, 416	
40. Use selected style guides to produce complex reports that include the following		
<ul style="list-style-type: none"> ○ credit for sources (e.g., appropriate parenthetical documentation and notes) 	Pupil/ Teacher’s Edition: 425-438	
<ul style="list-style-type: none"> ○ standard formatting for source acknowledgment (ELA-5-H5) 	Pupil/ Teacher’s Edition: 425-438	
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)		

Book Title: Write Source Grade Level: 12

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 11 & 12 Correlation

*Publishers: You may expand rows, but do not delete any.

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Percentage of GLEs for which content of the text material is sufficient to allow students to adequately meet the GLE:

$$\frac{\textit{numberofGLEsmet}}{\textit{totalnumberofGLEsforgradeorcourse}} \times 100 = \text{_____}\%$$

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