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**Correlation to the  
Mississippi Curriculum Frameworks  
Language Arts  
Grade II**



**YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES**

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**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**  
**Language Arts**  
**Grade 11**

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>Teacher Edition Page References</b>
<b>1. The student will develop and apply expansive knowledge of words and word meanings to communicate.</b>		
a. The student will analyze the effect of the author’s use of relationships of words and from these relationships infer the author’s purpose.	The opportunity to address this objective is available on the following pages: 274-339, 533-542, 600-601	The opportunity to address this objective is available on the following pages: 274-339, 533-542, 600-601
b. The student will analyze authors’ uses of word choice and diction in multiple texts as stylistic devices.	The opportunity to address this objective is available on the following pages: 48, 73-80, 188-189, 244-245, 274-339, 533-542	The opportunity to address this objective is available on the following pages: 48, 73-80, 188-189, 244-245, 274-339, 533-542

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>Teacher Edition Page References</b>
c. The student will use examine the author’s (or authors’) use or uses of figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate its effect on theme.	The opportunity to address this objective is available on the following pages: 274-339, 368-369, 533-542, 672-677	The opportunity to address this objective is available on the following pages: 274-339, 368-369, 533-542, 672-677
d. The student will analyze text to evaluate the connotative or denotative use of words to make comparisons between texts.	The opportunity to address this objective is available on the following pages: 78, 274-339, 533	The opportunity to address this objective is available on the following pages: 78, 274-339, 533
e. The student will examine the author’s use or authors’ uses of formal and informal language in multiple texts to accomplish purpose.	The opportunity to address this objective is available on the following pages: 71, 274-339, 533-542	The opportunity to address this objective is available on the following pages: 71, 274-339, 533-542
<b>2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</b>		
a. The student will recognize text structures (e.g., episodic and generalization/principle) and analyze their effect on theme, author’s purpose, etc.	The opportunity to address this objective is available on the following pages: 274-339, 533-542	The opportunity to address this objective is available on the following pages: 274-339, 533-542

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
b. The student will apply understanding of text and electronic text features to assess the validity and to determine the appropriateness of sources (e.g., MAGNOLIA).	The opportunity to address this objective is available on the following pages: 371-382	The opportunity to address this objective is available on the following pages: 371-382
c. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.	The opportunity to address this objective is available on the following pages: 274-339, 533-542	The opportunity to address this objective is available on the following pages: 274-339, 533-542
d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to recognize patterns and connections. 1) Literary Text and Literary Non-fiction <ul style="list-style-type: none"> <li>▪ <b>Short stories, novels, biographies, autobiographies, narrative essays</b> (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.)</li> <li>▪ <b>Poetry</b> (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)</li> <li>▪ <b>Drama</b> (e.g., character, structure, techniques, [soliloquy], mood tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)</li> </ul>	274-339, 539-542	275-339, 539-542
2) Informational Texts <ul style="list-style-type: none"> <li>▪ <b>Exposition, argumentation</b> (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)</li> </ul>	The opportunity to address this objective is available on the following pages: 200-201, 535-538	The opportunity to address this objective is available on the following pages: 200-201, 535-538

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>Teacher Edition Page References</b>
e. The student will analyze or evaluate textual criticism to synthesize responses for summary, précis, and explication.	534-550	534-550
f. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media.	The opportunity to address this objective is available on the following pages: 256-257	The opportunity to address this objective is available on the following pages: 256-257
<b>3. The student will produce, analyze, and evaluate effective communication.</b>		
<p>a. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> <li>▪ Determine audience</li> <li>▪ Determine purpose</li> <li>▪ Generate ideas</li> <li>▪ Address prompt/topic</li> <li>▪ Organize ideas</li> <li>▪ Compose a clearly stated thesis</li> </ul>	9, 10, 15-17, 51-55, 62-63, 69-70, 97-104, 144-145, 158-159, 169-174, 206-207, 212-213, 217, 225-230, 262-263, 268-269, 273, 281-286, 318-319, 324-325, 327, 333, 339, 346-347, 355-357, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 584-588, 591-592	9, 10, 15-17, 51-55, 62-63, 69-70, 97-104, 144-145, 158-159, 169-174, 206-207, 212-213, 217, 225-230, 262-263, 268-269, 273, 281-286, 318-319, 324-325, 327, 333, 339, 346-347, 355-357, 363, 393-401, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 584-588, 591-592

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> <li>▪ Formulate introduction, body, and conclusion</li> <li>▪ Create paragraphs</li> <li>▪ Use various sentence structures</li> <li>▪ Use paraphrasing for reports and documented papers</li> </ul>	<p>9, 10, 18-19, 56-58, 105-112, 146, 159, 175-180, 208, 214-215, 217, 231-236, 264, 270-271, 273, 287-292, 320, 326, 328-332, 339, 348, 358, 364, 402-407, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 593-597</p>	<p>9, 10, 18-19, 56-58, 105-112, 146, 159, 175-180, 208, 214-215, 217, 231-236, 264, 270-271, 273, 287-292, 320, 326, 328-332, 339, 348, 358, 364, 402-407, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 593-597</p>
<p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>▪ Revise for clarity and coherence [consistent point of view (first person, third person), tone transition, etc]</li> <li>▪ Add and delete information and details (for audience, for purpose, for unity)</li> <li>▪ Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) [NOTE: figurative language (simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc.), stylistic devices (alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc.) used with appropriate (or specific) mode/audience].</li> <li>▪ Use available resource (reference materials, technology, etc.)</li> </ul>	<p>9, 11, 20-25, 38-39, 113-120, 121-126, 147-148, 150-151, 160, 181-192, 198-199, 209-216, 217, 237-248, 254-255, 265, 272, 273, 293-304, 310-311, 321, 339, 349, 359, 365, 408-411, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 598-603, 672-677</p>	<p>9, 11, 20-25, 38-39, 113-120, 121-126, 147-148, 150-151, 160, 181-192, 198-199, 209-216, 217, 237-248, 254-255, 265, 272, 273, 293-304, 310-311, 321, 339, 349, 359, 365, 408-411, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 516, 518, 520, 546, 598-603, 672-677</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) <u>Editing</u> <ul style="list-style-type: none"> <li>▪ Proofread to correct errors</li> <li>▪ Apply tools to judge quality (rubric, checklist, feedback, etc.)</li> </ul>	9, 11, 26-27, 38-39, 127-132, 149, 150-151, 161, 193-196, 198-199, 210, 216, 217, 249-252, 254-255, 266, 272, 273, 305-308, 310-311, 322, 338, 339, 349, 359, 365, 412-415, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 518, 520, 546, 605-671	9, 11, 26-27, 38-39, 127-132, 149, 150-151, 161, 193-196, 198-199, 210, 216, 217, 249-252, 254-255, 266, 272, 273, 305-308, 310-311, 322, 338, 339, 349, 359, 365, 412-415, 456, 459, 461, 466, 468, 470, 480, 482, 484, 490, 492, 494, 500, 503, 505, 512, 514, 518, 520, 546, 605-671
5) <u>Publishing</u> <ul style="list-style-type: none"> <li>▪ Proofread final text</li> <li>▪ Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.)</li> </ul>	9, 11, 28-30, 133-139, 149, 161, 197, 210, 253, 266, 309, 322, 338, 365, 416	9, 11, 28-30, 133-139, 149, 161, 197, 210, 253, 266, 309, 322, 338, 365, 416
b. The student will produce a personal composition in the narrative mode.	141-154	141-154
c. The student will compose responses to literature in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.	275-339	275-339
d. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations).	507-522	507-522
e. The student will compose formal persuasive texts, providing evidence as support.	218-273, 482-483	218-273, 482-483

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>Teacher Edition Page References</b>
f. The student will compose documented texts. (e.g., MLA; APA)	370-438	370-438
g. The student will compose personal statements.	NA	NA
<b>4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.</b>		
a. The student will analyze multiple texts to evaluate to effective use of advanced grammar techniques in composing or editing. 1) The appropriate use of verbs (forms, perfect progressive tense, voices, and moods)	714-727	714-727
2) Pronouns (agreement, case, and reference)	195, 704-711	195, 704-711
b. The student will analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing. 1) Quotes within a quote	634	634
2) Colons to separate sentences when the second sentence explains the first sentence	620	620
c. The student will analyze advanced sentence structure multiple texts in composing or editing. 1) Parallel structure	85, 600	85, 600
2) Appropriate coordination and subordination	84, 734	84, 734
3) Correctly placed modifiers	88	88
4) Concise wording	73-80, 81-88	73-80, 81-88



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