

WRITE FOR COLLEGE
Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 11



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
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Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
1. The student will develop and apply expansive knowledge of words and word meanings to communicate.		
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: 263-283, 473-480, 513-518	The opportunity to address this objective is available on the following pages: 12, 13, 67-69
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: 27, 46-56, 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69, 95
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: 52, 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
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: 54, 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69
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: 27, 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69
2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.		
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: 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69
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: 444-455, 456-461	The opportunity to address this objective is available on the following pages: 11
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: 263-283, 473-480	The opportunity to address this objective is available on the following pages: 12, 67-69, 88

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>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.</p> <p>1) Literary Text and Literary Non-fiction</p> <ul style="list-style-type: none"> ▪ Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) ▪ Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) ▪ Drama (e.g., character, structure, techniques, [soliloquy], mood tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.) 	263-283, 473-480	12, 67-69
<p>2) Informational Texts</p> <ul style="list-style-type: none"> ▪ Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) 	The opportunity to address this objective is available on the following pages: 473-480	The opportunity to address this objective is available on the following pages: 12
<p>e. The student will analyze or evaluate textual criticism to synthesize responses for summary, précis, and explication.</p>	The opportunity to address this objective is available on the following pages: 164-165, 165-166, 496-500	50, 51
<p>f. The student will recognize and evaluate persuasive techniques such as propaganda and bias in different media.</p>	The opportunity to address this objective is available on the following pages: 245-246	NA

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3. The student will produce, analyze, and evaluate effective communication.		
<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"> ▪ Determine audience ▪ Determine purpose ▪ Generate ideas ▪ Address prompt/topic ▪ Organize ideas ▪ Compose a clearly stated thesis 	4-7, 16, 17-24, 112-116, 147-152, 159, 164, 166, 171, 176, 181, 189, 193, 198, 203, 207, 211, 216, 220-221, 224, 227, 232, 238, 249-256, 263, 267, 286-290	7, 75-79
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Formulate introduction, body, and conclusion ▪ Create paragraphs ▪ Use various sentence structures ▪ Use paraphrasing for reports and documented papers 	8-9, 16, 25-28, 117-120, 147, 152, 159, 164, 166, 171, 176, 181, 189, 193, 198, 203, 207, 211, 216, 224-227, 232, 238, 249, 256, 263, 267, 273, 291-292	8, 80-89

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) <u>Revising</u> <ul style="list-style-type: none"> ▪ Revise for clarity and coherence [consistent point of view (first person, third person), tone transition, etc] ▪ Add and delete information and details (for audience, for purpose, for unity) ▪ 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]. ▪ Use available resource (reference materials, technology, etc.) 	10-13, 16, 29-36, 46-67, 96-109, 121, 152, 159, 164, 166, 171, 176, 181, 189, 193, 198, 203, 207, 211, 216, 224-227, 232-238, 249, 256, 263, 267, 292	8, 9, 90-102
4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Proofread to correct errors ▪ Apply tools to judge quality (rubric, checklist, feedback, etc.) 	14-15, 16, 37-40, 68-95, 121, 159, 293, 552-668	8, 13, 103-126, 140-169
5) <u>Publishing</u> <ul style="list-style-type: none"> ▪ Proofread final text ▪ Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.) 	16, 293	NA
b. The student will produce a personal composition in the narrative mode.	145-161	47-49
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.	247-283	66-69
d. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations).	128-144	9

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
e. The student will compose formal persuasive texts, providing evidence as support.	222-246	62-65
f. The student will compose documented texts. (e.g., MLA; APA)	284-443	10-11, 54
g. The student will compose personal statements.	227-231	63
4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.		
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)	778-794	162-165
2) Pronouns (agreement, case, and reference)	765-777	112-113, 158-161
b. The student will analyze multiple texts to evaluate the effective use of advanced mechanics in composing or editing. 1) Quotes within a quote 2)	607	NA
3) Colons to separate sentences when the second sentence explains the first sentence	578	120-122, 142-143
c. The student will analyze advanced sentence structure multiple texts in composing or editing. 1) Parallel structure	56, 92, 540	84, 109-110, 166, 167
2) Appropriate coordination and subordination	801	105-106, 154-156
3) Correctly placed modifiers	75-76, 115	88, 115-116
4) Concise wording	81, 82, 86	104, 118, 154-155



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