

SCHOOL TO WORK

correlated to

Missouri

Communication Arts Grade-Level Expectations Grades 11-12

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Writing

1. Apply a writing process in composing text

| Grade-Level Expectations, Grades 11-12 | School to Work |
|--|---|
| <p>Writing Process: Follow a writing process to</p> <ul style="list-style-type: none"> independently create appropriate graphic organizers | Using Graphic Organizers: 125, 476-478, 549, 550, 552 |
| <ul style="list-style-type: none"> apply writing process to write effectively various forms and types of writing | <p>The Writing Process in Action: 003-009 A Guide to Prewriting: 010-020 A Guide to Drafting: 021-027 A Guide to Revising: 028-042 A Guide to Editing and Proofreading: 043-047 Guidelines for Personal Writing: 139, 141, Guidelines for Subject Writing: 147, 151, 154, Guidelines for Academic Writing: 159, 162, 164, 167 Guidelines for Persuasive Writing: 171, 173, 175, 178 Guidelines for Writing in the Workplace: 184-185 The Letter-Writing Process: 190-191 The Business Letter: 194-201 Writing to Get a Job: 202-212 Writing on the Job: 213-231 Writing the Research Paper: Steps in the Process: 236-242</p> |

2. Compose well-developed text using standard English conventions

| Grade-Level Expectations, Grades 11-12 | School to Work |
|--|---|
| <p>Capitalization:</p> <ul style="list-style-type: none"> use conventions of capitalization in written text | Capitalization: 652-665 |
| <p>Punctuation: In composing text use</p> <ul style="list-style-type: none"> correct formatting (e.g., quotation marks, italics and underlining) in citations | <p>Citing Sources: 247-300 Other Forms of Documentation: 302-305 Marking Quoted Material: 630 Italics: 631-634</p> |

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|--|--|
| <ul style="list-style-type: none"> hyphens for compound adjectives | Hyphen: 605-613, 651 |
| Parts of Speech: <ul style="list-style-type: none"> use parts of speech correctly in written text | Parts of Speech: 702-747 |
| Spelling: <ul style="list-style-type: none"> in writing, use dictionary, spell-check, and other sources to spell correctly | Dictionaries: 349-351 Forming Plurals: 666-677 Spelling Rules: 685 Commonly Misspelled Words: 686-690 Steps to Becoming a Better Speller: 691 Using the Right Word: 692-701 |
| Sentence Construction: In composing text use <ul style="list-style-type: none"> a variety of sentence structures | Writing Sentences: 069-101 Parts of Sentences: 748-752 Types of Sentences: 758-760 |
| <ul style="list-style-type: none"> cohesive devices | Transitions and Linking Words: 114 |
| <ul style="list-style-type: none"> active voice | Voice of a Verb: 726, 728 |

**3 . W r i t e e f f e c t i v e l y i n v a r i o u s f o r m s a n d t y p e s
o f w r i t i n g**

| Grade-Level Expectations, Grades 11-12 | School to Work |
|---|---|
| Narrative and Descriptive Writing: <ul style="list-style-type: none"> write a personal narrative for real-life experience (e.g., scholarships, applications, and post-secondary college essays) | Although no specific lesson addresses this issue for the purposes listed, there are guidelines for writing personal narratives. Writing a Personal Reminiscence or Personal Essay: 141-145 |
| Note-Taking: <ul style="list-style-type: none"> routinely use an appropriate method for note-taking | Take Notes: 237 Note Taking: A Closer Look: 238 Writing Paraphrases: 244-245, 527 Note-Taking Skills: 520-522 Learning Logs: 523-525 |
| Expository and Persuasive Writing: <ul style="list-style-type: none"> write multi-paragraph informative and persuasive essays | Subject Writing: 146-157 Academic Writing: 158-169 Persuasive Writing: 170-180 Research Writing: 232-318 |
| <ul style="list-style-type: none"> an effective thesis statement | Forming a Focus Statement: 019, 236 |

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|---|---|
| <ul style="list-style-type: none"> effective paragraphing | Writing an Opening or Lead Paragraph: 024 Writing Paragraphs: 102-109 Models for Subject Writing: 148-150, 152-153, 155-157 Models for Academic Writing: 160-161, 165-166, 168-169 Models for Persuasive Writing: 172, 174, 176-177, 179-180 Model for Research Writing: 311-318 |
| <ul style="list-style-type: none"> convincing elaboration through specific and relevant details | Write with Details: 035 Types of Details: 110 Methods of Arranging Details: 111 |
| <ul style="list-style-type: none"> originality (freshness of thought) and individual perspective | Writing with Style: 058-068 Subject Writing: 146-157 Academic Writing: 158-169 Persuasive Writing: 170-180 Research Writing: 232-246 |
| Expository and Persuasive Writing: <ul style="list-style-type: none"> individual style and voice | Writing with Style: 058-068 Voice: Writing Natural Sentences: 089 Voice: Workplace Writing: 184 |
| <ul style="list-style-type: none"> complex ideas in a sustained and compelling manner | Writing with Style: 046-067 Subject Writing: 146-157 Academic Writing: 158-169 Persuasive Writing: 170-180 Research Writing: 232-246 |
| Write multi-paragraph texts that: <ul style="list-style-type: none"> interpret, evaluate or persuade | Writing a Position Paper: 175-177 Writing an Essay Of Argumentation: 178-180 |
| <ul style="list-style-type: none"> use specific rhetorical devices | Rhetorical Question: 442 |
| <ul style="list-style-type: none"> use relevant evidence to defend a position | Guidelines for Writing a Position Paper: 175 Guidelines for Writing an Essay of Argumentation: 178 |
| <ul style="list-style-type: none"> a reflective paper that compares specific incidents and themes | Although no specific lesson addresses a reflective paper that compares specific incidents and themes, there are guidelines for an essay of comparison on the following pages: Guidelines for Writing an Essay to Compare: 162-163 |
| <ul style="list-style-type: none"> an analysis and/or evaluation on the imagery, language, themes, stylistic devices and tone in literature | No specific lesson addresses this objective. |

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| <p>Write:</p> <ul style="list-style-type: none"> a multi-paragraph text that summarizes large amounts of information clearly and concisely | <p>Writing Summaries: 220-224 Summarizing: 238, 527, 527, 534 Writing a Paraphrase: 238, 244-245</p> |
| <ul style="list-style-type: none"> complete research papers/projects that develop a thesis, contain information from multiple sources and conform to a style manual (e.g., APA, MLA) | <p>Writing the Research Paper: 232-246 Citing Sources: 247-305</p> |
| <p>Audience and Purpose: Compose texts:</p> <ul style="list-style-type: none"> for a variety of career and workplace communications (e.g., job application, resume, cover letter, college application essay, thank-you note, follow-up note, forms, project proposal, brochure and/or concise directions) | <p>Workplace Writing: 181-185 Writing the Business Letter: 186-201 Writing to Get a Job: 202-212 Writing on the Job: 213-231</p> |
| <ul style="list-style-type: none"> for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view | <p>Personal Writing: 138-145 Subject Writing: 146-157 Academic Writing: 158-169 Persuasive Writing: 170-180 Workplace Writing: 181-185 Writing the Business Letter: 186-201 Writing to Get a Job: 202-212 Writing on the Job: 213-231 Research Writing: 232-318</p> |

Listening and Speaking

1. Develop and apply effective skills and strategies

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|---|--|
| <p>Purpose for Listening: Listen:</p> <ul style="list-style-type: none"> for enjoyment, information, for directions | <p>Elements in the Speaking/Listening Process: 385-386 Listening Effectively: 390 Taking Instructions: 396</p> |
| <ul style="list-style-type: none"> critically to summarize and evaluate communications that inform, persuade, and entertain | <p>Elements in the Speaking/Listening Process: 385-386 Listening Effectively: 390</p> |
| <ul style="list-style-type: none"> to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria | <p>Communicating Criticism: 397-398 Dealing with Conflict: 399-400 Human Needs and Communication: 401 Communicating with a Group: 402-411 Communicating in Meetings: 412-419</p> |

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|--|---|
| Listening Behavior: <ul style="list-style-type: none"> use active-listening behaviors (e.g., asks questions of speaker and uses body language and facial expressions to indicate agreement, disagreement or confusion) | Elements in the Speaking/Listening Process: 385-386 Listening Effectively: 390 |

**2 . D e v e l o p a n d a p p l y e f f e c t i v e s p e a k i n g s k i l l s
a n d s t r a t e g i e s f o r v a r i o u s a u d i e n c e s a n d
p u r p o s e s .**

| Grade-Level Expectations, Grades 11-12 | School to Work |
|---|---|
| Discussion and Presentation: In discussions and presentations, <ul style="list-style-type: none"> create concise presentations on a variety of topics | Giving a Speech: 420-443 |
| <ul style="list-style-type: none"> incorporate appropriate media or technology | Adding Visual Aids: 430 |
| <ul style="list-style-type: none"> respond to feedback | No specific lesson addresses this objective. |
| <ul style="list-style-type: none"> defend ideas | No specific lesson addresses this objective. |
| <ul style="list-style-type: none"> demonstrate poise and self-control | Rehearsing and Delivering the Speech: 427-429 |
| Giving Directions: <ul style="list-style-type: none"> give clear and concise multi-step directions to perform complex procedures and/or tasks | Communicating Instructions: 395-396 |

I n f o r m a t i o n L i t e r a c y

**1 . D e v e l o p a n d a p p l y e f f e c t i v e r e s e a r c h p r o c e s s
s k i l l s t o g a t h e r , a n a l y z e a n d e v a l u a t e
i n f o r m a t i o n .**

| Grade-Level Expectations, Grades 11-12 | School to Work |
|---|---|
| Research Plan: <ul style="list-style-type: none"> develop an appropriate research plan to guide investigation and research of focus questions | Finding a Research Topic: 236 Searching for Information: 237-238 Designing a Writing Plan: 238 Writing the First Draft: 239-240 Revising: 240 Preparing the Final Paper: 242 |

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|---|---|
| <p>Acquire Information: Locate and use multiple primary and secondary sources to:</p> <ul style="list-style-type: none"> select relevant and credible information | <p>Searching for Information: 237-238 Primary vs. Secondary Sources: 321 Working with Information: 324-336 Primary Sources: 337-345 Secondary Sources: 346-358 Finding Information: 359-383</p> |
| <ul style="list-style-type: none"> evaluate reliability of information | <p>Working with Information: 324-336</p> |
| <ul style="list-style-type: none"> evaluate reliability of sources | <p>Evaluating Information: 323</p> |
| <p>Record Information:</p> <ul style="list-style-type: none"> record relevant information from multiple primary and secondary sources | <p>Prepare a Preliminary Bibliography: 237 Take Notes: 237-238 Writing the First Draft: 239-240 Writing Responsibly: 243-246</p> |
| <p>Source Consulted:</p> <ul style="list-style-type: none"> document sources of information using a standard citation format | <p>Citing Sources: 247-300 Other Forms of Documentation: 302 Using Footnotes and Endnotes: 303-305</p> |



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