

WRITE FOR COLLEGE

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	Write for College
<p>Writing Process: Follow a writing process to</p> <ul style="list-style-type: none"> independently create appropriate graphic organizers 	Using Graphic Organizers: 220-221
<ul style="list-style-type: none"> apply writing process to write effectively various forms and types of writing 	One Writer’s Process: 004-016 A Guide to Prewriting: 018-024 A Guide to Drafting: 026-028 A Guide to Revising: 030-036 A Guide to Editing and Proofreading: 038-040 Guidelines for Personal Writing: 147, 152, 157 Guidelines for Report Writing: 164, 166, 171, 176, 181 Guidelines for Analytical Writing: 189, 193, 198, 203, 207, 221, 216 Guidelines for Persuasive Writing: 224, 227, 232, 238, 244 Guidelines for Writing About Literature: 249, 256, 263, 267

2. Compose well-developed text using standard English conventions

Grade-Level Expectations, Grades 11-12	Write for College
<p>Capitalization:</p> <ul style="list-style-type: none"> use conventions of capitalization in written text 	Capitalization: 629-642
<p>Punctuation: In composing text use</p> <ul style="list-style-type: none"> correct formatting (e.g., quotation marks, italics and underlining) in citations 	MLA Documentation Style: 300-371 APA Documentation Style: 372-429 Quotation Marks: 602-606 Marking Quoted Material: 607 Italics: 608-611

Grade-Level Expectations, Grades 11-12	Write for College
<ul style="list-style-type: none"> hyphens for compound adjectives 	Hyphen: 582-590
Parts of Speech: <ul style="list-style-type: none"> use parts of speech in written text 	Parts of Speech: 758-803
Spelling: <ul style="list-style-type: none"> in writing, use dictionary, spell-check, and other sources to spell correctly 	Foreign Words and Phrases: 044-045 Forming Plurals: 643-654 Spelling Rules: 662 Commonly misspelled words: 663-667 Steps to Becoming a Better Speller: 668 Using the Right Word: 669-757
Sentence Construction: In composing text use <ul style="list-style-type: none"> a variety of sentence structures 	Making Sentences Work : 069-095 Constructing Sentences: 804-822 Using Sentence Variety: 823-836 Getting Sentence Parts to Agree: 837-851
<ul style="list-style-type: none"> cohesive devices 	Connecting Your Details: 108

**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	Write for College
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) 	Mastering the College Essay: 110-127 The Application Essay: 139-140 Writing a Personal Reminiscence: 147-151 Writing a Personal Essay: 152-156 Writing a Personal Experience: 157-161
Note-Taking: <ul style="list-style-type: none"> routinely use an appropriate method for note-taking 	Read and Take Notes: 289 Note Taking: A Closer Look: 290 Reading Notes: 477-478 Taking Lecture Notes: 485-486 Keeping Text and Lecture Notes Together: 487-488 Creating a Mind Map: 489 Creating a Shorthand System: 490 Electronic Note Taking: 491-492
Expository and Persuasive Writing: Write multiple-paragraph informational and persuasive essays with	Mastering the College Essay: 110-127 Report Writing: 162-186 Analytical Writing: 187-221 Persuasive Writing: 222-246
<ul style="list-style-type: none"> an effective thesis statement 	Forming a Thesis Statement: 024, 113 Write a Thesis Statement: 287-288

Grade-Level Expectations, Grades 11-12	Write for College
<ul style="list-style-type: none"> effective paragraphing 	Writing Focused Paragraphs: 097-099 Writing the Initial Drafts: Mastering the College Essay: 117-120
<ul style="list-style-type: none"> convincing elaboration through specific and relevant details 	Selecting Supporting Details: 100 Arranging Your Details: 101-109
<ul style="list-style-type: none"> originality (freshness of thought) and individual perspective 	Writing with Style: 046-067 Mastering the College Essay: 110-127 Report Writing: 162-186 Analytical Writing: 187-221 Persuasive Writing: 222-246
Expository and Persuasive Writing: <ul style="list-style-type: none"> individual style and voice 	Writing with Style: 046-067 Voice: Quick Guide to Report Writing: 163 Voice: Quick Guide to Analytical Writing: 188 Voice: Quick Guide to Persuasive Writing: 223
<ul style="list-style-type: none"> complex ideas in a sustained and compelling manner 	Writing with Style: 046-067 Mastering the College Essay: 110-127 Report Writing: 162-186 Analytical Writing: 187-221 Persuasive Writing: 222-246
Write multi-paragraph texts that: <ul style="list-style-type: none"> interpret, evaluate or persuade 	Writing an Analysis of Process: 189-192 Writing an Essay of Classification: 198-202 Writing an Essay of Definition: 203-206 Writing a Cause/Effect Essay: 207-210 Writing a Problem/Solution Essay: 211-215 Writing an Essay of Evaluation: 216-219 Writing an Editorial: 224-226 Writing a Personal Commentary: 227-231 Writing an Essay of Argumentation: 232-237 Writing a Position Paper: 238-243
<ul style="list-style-type: none"> use specific rhetorical devices 	Rhetorical Question: 540
<ul style="list-style-type: none"> use relevant evidence to defend a position 	Thinking Through an Argument: 244-246
<ul style="list-style-type: none"> a reflective paper that compares specific incidents and themes 	Writing an Essay of Comparison: 193-197
<ul style="list-style-type: none"> an analysis and/or evaluation on the imagery, language, themes, stylistic devices and tone in literature 	Writing a Personal Response: 249-255 Writing a Review: 256-262 Writing a Limited Literary Analysis: 263-266 Writing an Extended Literary Analysis: 267-271
Write: <ul style="list-style-type: none"> a multi-paragraph text that summarizes large amounts of information clearly and concisely 	Writing a Summary Report: 164-165 Writing a Compiled Report: 166-170 Writing a Summary: 496-500 Writing a Paraphrase: 499 Writing an Abstract: 498

Grade-Level Expectations, Grades 11-12	Write for College
<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) 	Writing a Personal Research Report: 181-186 Writing the Research Paper: 284-293 Writing Responsibly: 294-299 MLA Documentation Style: 300-371 APA Documentation Style: 372-443
Audience and Purpose: Compose texts: <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) 	Mastering the College Essay: 110-127 Writing the Business Letter: 130-134 Preparing a Resume: 135-136 Applying for a Job: 137-140 Writing the Follow-Up Letter: 142 Writing Memos and E-Mail: 143-144
<ul style="list-style-type: none"> for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view 	Mastering the College Essay: 110-127 Taking Care of Business: 128-144 Personal Writing: 145-161 Report Writing: 162-186 Analytical Writing: 187-221 Persuasive Writing: 222-246 Writing About Literature: 247-283 Writing the Research Paper: 284-455

Listening and Speaking

1. Develop and apply effective skills and strategies

Grade-Level Expectations, Grades 11-12	Write for College
Purpose for Listening: Listen: <ul style="list-style-type: none"> for enjoyment, information, for directions 	No specific lesson addresses this objective.
<ul style="list-style-type: none"> critically to summarize and evaluate communications that inform, persuade, and entertain 	Improving Critical Listening Skills: 482 Listen for Patterns of Organization: 483-484
<ul style="list-style-type: none"> to evaluate own and others' effectiveness in presentations and group discussions, using provided criteria 	No specific lesson addresses this objective
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) 	Improving Critical Listening Skills: 482-484

**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	Write for College
Discussion and Presentation: In discussions and presentations, <ul style="list-style-type: none"> create concise presentations on a variety of topics 	Preparing to Give a Speech: 530
<ul style="list-style-type: none"> incorporate appropriate media or technology 	Using Visual Aids: 535
<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: 533-534
Giving Directions: <ul style="list-style-type: none"> give clear and concise multi-step directions to perform complex procedures and/or tasks 	No specific lesson addresses this objective.

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	Write for College
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: 286-287 Write a Thesis Statement: 287-288 Searching for Information: 289-290 Designing a Writing Plan: 290 Writing the First Draft: 291-292 Revising: 292 Preparing the Final Paper: 293
Acquire Information: Locate and use multiple primary and secondary sources to:	
<ul style="list-style-type: none"> select relevant and credible information 	Searching for Information: 444-454 Using Electronic Sources: 456-461
<ul style="list-style-type: none"> evaluate reliability of information 	Evaluating Information: 455
<ul style="list-style-type: none"> evaluate reliability of sources 	Evaluating Information: 455

Grade-Level Expectations, Grades 11-12	Write for College
<p>Record Information:</p> <ul style="list-style-type: none"> record relevant information from multiple primary and secondary sources 	<p>Prepare a Preliminary Bibliography: 289 Read and Take Notes: 289-290 Writing the First Draft: 291-292 Writing Responsibly: 294-299</p>
<p>Source Consulted:</p> <ul style="list-style-type: none"> document sources of information using a standard citation format 	<p>MLA Documentation Style: 300-371 APA Documentation Style: 372-443</p>



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