

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 12
Vocabu-Lit Level L

| 1. The student will develop and apply expansive knowledge of words and word meanings to communicate. | Pupil Edition Page References | Teacher Edition Page References |
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| a. The student will critique reader-text connection intended in the author’s choice and placement of words. | 350 targeted words used in context of the entire book | |
| b. The student will compare and contrast authors’ uses of word choice and diction as stylistic devices. | NA | |
| c. The student will contrast 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 the author’s (or authors’) style (or styles). | NA | |
| d. The student will analyze text to evaluate connotative or denotative use of words in relation to their historical period in multiple texts. | NA | |
| 2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty. | | |
| a. The student will analyze text structures (e.g., concept/definition) in multiple texts and evaluate their effects on theme, author’s purpose, etc. | NA | |
| b. The student will use electronic text features to gain information or research a topic, integrating multiple sources to synthesize information. | NA | |
| c. The student will interpret textual evidence of details, organization, and language to predict, draw conclusions or determine author’s purpose | NA | |
| d. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres to assess the effectiveness of patterns and connections. | | |
| 1) Literary Text and Literary Non-fiction -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 [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.) | NA | |

| | Pupil Edition Page References | Teacher Edition Page References |
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| 2) Informational Texts -Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) | NA | |
| e. The student will analyze or evaluate textual criticism to synthesize responses for annotated bibliography. | NA | |
| f. The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and bias. | NA | |
| 3. The student will produce, analyze, and evaluate effective communication. | | |
| a. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing) | | |
| 1) Planning: <ul style="list-style-type: none"> • Determine audience • Determine purpose • Generate ideas • Address prompt/topic • Organize ideas • Compose a clearly stated thesis | NA | |
| 2) Drafting: <ul style="list-style-type: none"> • Formulate introduction, body, and conclusion • Create paragraphs • Use various sentence structures • Use paraphrasing for reports and documented papers | NA | |
| 3) Revising: <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 resources (reference materials, technology, etc.) | NA | |
| 4) Editing: <ul style="list-style-type: none"> • Proofread to correct errors • Apply tools to judge quality (rubric, checklist, feedback, etc.) | NA | |
| 5) Publishing: <ul style="list-style-type: none"> • Proofread final document • Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.) | NA | |

| | Pupil Edition Page References | Teacher Edition Page References |
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| b. The student will produce a personal composition in the narrative mode. | NA | |
| 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. | NA | |
| d. The student will compose functional documents (e.g., college applications, resumes, PowerPoint presentations). | NA | |
| e. The student will compose formal persuasive texts, providing evidence as support. | NA | |
| f. The student will compose I-SEARCH papers and documented texts. (e.g., MLA; APA) | NA | |
| g. The student will compose personal statements. | NA | |
| 4. The student will use standard English grammar, mechanics, and sentence structure to communicate. | Pupil Edition Page References | Teacher Edition Page References |
| a. The student will analyze the appropriate use of advanced grammar in composing or editing passages to enhance style. | | |
| 1) Verbs (forms, tenses, voices, and moods) | NA | |
| 2) Pronouns (agreement, case, and reference) | NA | |
| b. The student will analyze the appropriate use of advanced mechanics in composing or editing passages to enhance style. | | |
| 1) Commas to clarify meaning, | NA | |
| 2) A quote within a quote | NA | |
| 3) Colons to separate sentences when the second sentence explains the first | NA | |
| c. The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style. | | |
| 1) Parallel structure | NA | |
| 2) Appropriate subordination or coordination | NA | |
| 3) Correctly placed modifiers | NA | |
| 4) Concise wording | NA | |

All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.

- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.