

## Mississippi Curriculum Frameworks (Grade 12)

This chart correlates the Mississippi Curriculum Frameworks to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
<b>1.b</b> 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). (DOK 3)	<b>Chapter 21</b> Writing About Literature
<b>1.c</b> The student will compare and contrast authors' uses of word choice and diction as stylistic devices. (DOK 3)	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>1.d</b> The student will analyze text(s) to determine how the author's (or authors') use of connotative words reveals and/or affects the purpose of the text(s) in relation to the historical period that the text(s) addresses. (DOK 3)	<b>Chapter 28</b> Vocabulary Power
<b>2.c</b> The student will analyze or evaluate text, including but not limited to textual criticism, to synthesize responses for annotated bibliography. (DOK 3)	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>2.d.1</b> 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.)	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking
<b>2.d.2</b> Informational Texts: Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	<b>Chapter 21</b> Writing About Literature <b>Chapter 29</b> Critical Thinking <b>Chapter 31</b> Study Skills and Test-taking
<b>2.e</b> The student will compare multiple texts in different media to analyze persuasive techniques such as propaganda and bias. (DOK 4)	<b>Chapter 29</b> Critical Thinking
<b>2.f</b> The student will compare texts to distinguish between a deductive argument and an inductive argument. (DOK 3)	<b>Chapter 29</b> Critical Thinking
<b>3.a.1</b> Planning: Determine audience. Determine purpose. Generate ideas. Address prompt/topic. Organize ideas. Compose a clearly stated thesis.	<b>Chapter 27</b> Speeches and Presentations

Standard	Chapter(s)
<p><b>3.a.2</b> Drafting: Formulate introduction, body, and conclusion. Create paragraphs. Use various sentence structures. Use paraphrasing for reports and documented papers</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 16</b> Writing Powerful Paragraphs  <b>Chapter 18</b> Personal Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.a.3</b> Revising: 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.). Use available resources (reference materials, technology, etc.).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.a.4</b> Editing: Proofread to correct errors. Apply tools to judge quality (rubric, checklist, feedback, etc.).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.a.5</b> Publishing: Proofread final document. Prepare final document (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.).</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 17</b> Descriptive Writing  <b>Chapter 18</b> Personal Writing  <b>Chapter 19</b> Expository Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 22</b> Creative Writing  <b>Chapter 23</b> Writing the Research Paper  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>3.b</b> The student will produce a reflective composition in the narrative mode. (DOK 3)</p>	<p><b>Chapter 18</b> Personal Writing  <b>Chapter 22</b> Creative Writing</p>

Standard	Chapter(s)
<p><b>3.c</b> 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. (DOK 3)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 18</b> Personal Writing  <b>Chapter 21</b> Writing About Literature</p>
<p><b>3.d</b> The student will compose formal persuasive texts, providing evidence as support. (DOK 3)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 20</b> Persuasive Writing  <b>Chapter 29</b> Critical Thinking</p>
<p><b>3.e</b> The student will compose I-SEARCH papers and documented texts. (e.g., MLA; APA) (DOK 4)</p>	<p><b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 19</b> Expository Writing</p>
<p><b>3.g</b> The student will compose personal statements. (DOK 2)</p>	<p><b>Chapter 22</b> Creative Writing</p>
<p><b>4.a.1</b> Verbs tenses [including purpose] (e.g., present, past, and future perfect progressive tense; indicative, imperative, and subjunctive mood)</p>	<p><b>Chapter 5</b> Using Verbs  <b>Chapter 7</b> Subject/Verb Agreement</p>
<p><b>4.a.2</b> Pronouns (e.g., agreement, case, and reference)</p>	<p><b>Chapter 1</b> The Parts of Speech  <b>Chapter 6</b> Using Pronouns  <b>Chapter 7</b> Subject/Verb Agreement</p>
<p><b>4.a.3</b> Subject-verb agreement (in sentences containing adjective clauses separated by intervening words from the word(s) they modify; [One of our state's most influential politicians, who typically wins his district's elections easily, trails in the most recent public opinion polls.] [e.g., One of our state's many influential politicians who typically win their districts' elections currently serves as the chairperson of the Intelligence Committee.]</p>	<p><b>Chapter 7</b> Subject/Verb Agreement</p>
<p><b>4.b</b> The student will analyze text(s) to evaluate the appropriate use of advanced mechanics in composing or editing. (DOK 2)</p>	<p><b>Chapter 10</b> End Marks and Commas  <b>Chapter 11</b> Italics and Quotation Marks  <b>Chapter 12</b> Other Punctuation  <b>Chapter 13</b> Introduction to the Writing Process  <b>Chapter 14</b> The Six Traits of Good Writing  <b>Chapter 15</b> Writing Strong Sentences  <b>Chapter 18</b> Personal Writing  <b>Chapter 31</b> Study Skills and Test-taking</p>
<p><b>4.c</b> The student will analyze the use of advanced sentence structure in composing or editing passages to enhance style. (DOK 2)</p>	<p><b>Chapter 2</b> The Sentence Base  <b>Chapter 4</b> Clauses</p>