

**Perfection Learning**  
***Connections: Writing & Language***  
**Grade 11**

correlated to the

**Missouri English Language Arts Grade-Level Expectations (2016)**  
**Grade 11-12**

Standard	Descriptor	Citations
<b>WRITING (W)</b>		
<b>1. Approaching the Task as a Researcher</b>		
11-12.W.1.A	Apply research process to:	
11-12.W.1.A.a	Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	<b>SE:</b> 63–64, 76–77, 109–110, 213–217, 223–225, 229–231, 238, 240–244 <b>TE:</b> 2, 17–18, 22, 28, 30, 50, 52–55, 57–58, 145, 151, 182
11-12.W.1.A.b	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<b>SE:</b> 109–110, 172–174, 182–183, 215–217, 222–225, 238, 240–244, 530, 543 <b>TE:</b> 28, 40–43, 52–55, 57–58, 150
<b>2. Approaching the Task as a Writer</b>		
11-12.W.2.A	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend	<b>SE:</b> 3–23, 25–26, 30–31, 33, 63–64, 75–77, 105–106, 124–129, 133, 170–175, 191, 528–529, 536 <b>TE:</b> 2–5, 7–8, 17, 22, 27–28, 32–35, 40–43, 46–47, 187–188

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	(when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
<b>3. Approaching the Task as a Reader</b>		
11-12.W.3.A	Review, revise, and edit writing with consideration for the task, purpose, and audience.	
11-12.W.3.A.a	Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	<b>SE:</b> 6–10, 25–27, 53, 61–64, 67–69, 77–78, 84–87, 111–112, 140–143, 146, 170–171, 181–182, 237–240 <b>TE:</b> 3–4, 7, 13–14, 17–18, 22–23, 28–29, 34–35, 40–43, 57
11-12.W.3.A.b	Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	<b>SE:</b> 33–42, 89, 124, 129, 143, 159, 283, 384, 447, 458, 517–519 <b>TE:</b> 8–10, 32–35, 37, 48, 78–79, 85, 184, 186
11-12.W.3.A.c	Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	<b>SE:</b> 43–47, 321–322, 394–413, 427–439, 451–465, 466–473, 503 <b>TE:</b> 10–11, 98–104, 141–142, 149–157, 164–170, 172–175, 182
11-12.W.3.A.d	Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts.	<b>SE:</b> 8, 31, 55–56, 67–68, 98, 114, 128–129, 133–134, 457–458 <b>TE:</b> 14, 18, 29, 167–168
11-12.W.3.A.e	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<b>SE:</b> 17, 21–23, 88, 110, 115, 192, 195, 200–206, 216–217, 221–222, 536 <b>TE:</b> 5, 41, 44, 46, 48–50, 55, 58, 95, 145, 166, 172