Connection: ELA to Mississippi ELA Standards Grades 6-12		
Mississippi English Language Arts Standards: Readi	ng Literature » Grade 6	
Key Ideas and Details		
RL.6.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TWE: 10, 13, 21, 40, 80, 91, 101, 132, 133, 135, 186, 222, 227, 242, 314, 327, 356, 366, 401, 414	
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.	SE/TWE: 13, 32, 33, 40, 76, 80, 81, 91, 101, 126, 127, 132, 133, 179, 186, 210, 212, 222, 304, 310, 314, 354, 356, 360, 366, 388, 391, 401	
RL.6.3 Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SE/TWE: 15, 16, 17, 21, 25, 30, 40, 80, 83, 91, 135, 171, 177, 186, 199, 226, 228, 229, 230, 242, 316, 317, 327, 401	
Craft and Structure		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	SE/TWE: 135, 136, 137, 195, 196	
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE/TWE: 152, 153, 154, 155, 156	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	SE/TWE: 34, 40, 130, 132, 133, 135, 200, 242, 319, 327, 366, 396, 401	
Integration of Knowledge and Ideas		
RL.6.7 Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.	SE/TWE: 20, 21, 60, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 309, 310	
RL.6.8 Not applicable to literature. RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	SE/TWE: 130, 131, 132, 134, 371	
Range of Reading and Level of Text Complexity		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 62, 63, 64, 112, 113, 114, 157, 158, 159, 267, 268, 282, 283	
Mississippi English Language Arts Standards: Reading Ir Key Ideas and Details	nformational Text » Grade 6	

	SE/TWE: 56, 58, 62, 64, 72, 101,
RI.6.1 Cite textual evidence to support analysis of what the text says	122, 153, 168, 198, 201, 250,
explicitly as well as inferences drawn from the text.	262, 272, 278, 292, 305, 349,
	383, 415, 416
	SE/TWE: 49, 58, 62, 64, 72, 101,
	112, 114, 115, 122, 153, 157,
RI.6.2 Determine a central idea of a text and how it is conveyed through	159, 168, 197, 246, 251, 262,
particular details; provide a summary of the text distinct from personal	
opinions or judgments.	267, 269, 278, 282, 283, 284,
	292, 336, 341, 349, 383, 415,
	416
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced,	SE/TWE: 62, 64, 72, 139, 141,
illustrated, and elaborated in a text (e.g., through examples or	153, 198, 278, 341, 349
anecdotes).	
Craft and Structure	1
	SE/TWE: 8, 23, 24, 43, 46, 49,
	50, 60, 61, 74, 75, 110, 111,
	124, 137, 155, 156, 169, 182,
RI.6.4 Determine the meaning of words and phrases as they are used in a	208, 224, 244, 265, 280, 302,
text, including figurative, connotative, and technical meanings.	308, 309, 322, 330, 332, 338,
	340, 341, 352, 358, 359, 369,
	370, 371, 373, 386
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section	SE/TWE: 101, 112, 115, 142,
fits into the overall structure of a text and contributes to the	144, 153, 292, 304, 343, 344,
development of the ideas.	349
	SE/TWE: 58, 66, 72, 122, 147,
RI.6.6 Determine an author's point of view or purpose in a text and	153, 162, 163, 168, 201, 252,
explain how it is conveyed in the text.	262, 271, 272, 278, 285, 286,
	292, 341, 383
Integration of Knowledge and Idea	
RI.6.7 Integrate information presented in different media or formats (e.g.,	
visually, quantitatively) as well as in words to develop a coherent	376, 377, 383
understanding of a topic or issue.	570, 577, 585
RI.6.8 Trace and evaluate the argument and specific claims in a text,	SE/TWE: 50, 51, 53, 58, 101,
distinguishing claims that are supported by reasons and evidence from	285, 286, 287, 288, 374, 375,
claims that are not.	383
RI.6.9 Compare and contrast one author's presentation of events with	SE/TWE: 67, 68, 72, 101, 273,
that of another (e.g., a memoir written by and a biography on the same	274, 278
person).	
Range of Reading and Level of Text Com	•
RI.6.10 By the end of the year, read and comprehend literary nonfiction	SE/TWE: 62, 112, 113,114, 157, 158,
in the grades 6-8 text complexity band proficiently, with scaffolding as	159, 267, 268, 282, 283
needed at the high end of the range.	
Mississippi English Language Arts Standards:	Writing » Grade 6
Text Types and Purposes	

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
Structural Elements and Organizatio	un
W.6.1.c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.6.1d Establish and maintain a formal style.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.6.1e Provide a concluding statement or section that follows from the argument presented.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2e Establish and maintain a formal style.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.6.3e Provide a conclusion that follows from the narrated experiences or events.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
Production and Distribution of Writin	g
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)	SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.	SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,
Vocabulary Building	
6.RV.3.1 Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone 6.RV.3.2 Determine the meaning of words and phrases as they are used	SE/TWE: 430, 431, 432, 433, 434, 435, 436, 445, 446
6.RV.3.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical 6.RV.3.3 Interpret figures of speech (e.g., personification) in context.	SE.TWE: 432, 433, 434, 435, 436, 456 SE/TWE: 121, 122, 191, 576
Range of Writing	
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	SE/TWE: 188, 294, 403
Mississippi English Language Arts Standards: Speakin	g and Listening » Grade 6
Comprehension and Collaboration	

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-	
one, in groups, and teacher-led) with diverse partners on grade 6 topics,	SE/ TWE: 459, 460, 462, 463, 464,
texts, and issues, building on others' ideas and expressing their own	472
clearly.	
	SE/TWE: 472, 473, 474, 475
SI 6.12 Come to discussions prepared, baying read or studied required	SE/TVVE: 472, 473, 474, 475
SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on	
the topic, text, or issue to probe and reflect on ideas under discussion.	
SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	SE. TWE: 472, 473, 475, 476, 477
SL.6.1c Pose and respond to specific questions with elaboration and	SE/TWE: 463, 464, 475, 476, 477
	SE/TWE: 403, 404, 475, 476, 477
detail by making comments that contribute to the topic, text, or issue under discussion.	
	CE /TW/E: 102 104 105 106 107
SI 6 1d Boyiow the key ideas expressed and demonstrate understanding	SE/TWE: 103, 104, 105, 106, 107,
SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	108, 109, 110
SL.6.2 Interpret information presented in diverse media and formats (e.g.,	SE/ TIME 124 125 126 127 150
visually, quantitatively, orally) and explain how it contributes to a topic,	159, 160
text, or issue under study.	139, 100
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing	SE/ TWE: 47, 190, 191, 192, 429, 430,
claims that are supported by reasons and evidence from claims that are	431, 432
not.	431, 432
Presentation of Knowledge and Idea	
SL.6.4 Present claims and findings, sequencing ideas logically and using	SE/TWE: 460, 461, 462, 463, 469,
pertinent descriptions, facts, and details to accentuate main ideas or	470, 471
themes; use appropriate eye contact, adequate volume, and clear	470, 471
pronunciation.	
SL.6.5 Include multimedia components (e.g., graphics, images, music,	SE/TWE: 18, 469, 470, 471
sound) and visual displays in presentations to clarify information.	52/102.10,403,470,471
	SE/TWE: 16, 33, 35, 50, 67, 69,
	71, 82, 84, 89, 99, 151, 183,
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating	194, 316, 322, 341, 345, 358,
command of formal English when indicated or appropriate. (See grade 6	361, 374, 376, 381, 392, 396,
Language standards 1 and 3 for specific expectations.)	397, 410
Mississippi English Language Arts Standards: L	anguage » Grade 6
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English	SE/TWE: 18, 36, 69, 88, 89, 99,
grammar and usage when writing (printing, cursive, or keyboarding) or	100, 131, 179, 195, 196, 219,
speaking.	237, 302, 361, 411, 412
	SE/TWE: 230, 231, 232, 233
L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	52, 1 112. 255, 251, 252, 255
	SE/TWE: 18, 36, 69, 88, 89, 99,
	100, 131, 179, 195, 196, 219,
L.6.1b Use intensive pronouns (e.g., myself, ourselves).	237, 302, 361, 411, 412
	237, 302, 361, 411, 412 SE/TWE: 230, 231, 232, 233

L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or	SE/TWE: 230, 231, 232, 233
ambiguous antecedents).*	
L.6.1e Recognize variations from standard English in their own and	SE/TWE: 230, 231, 232, 233
others' writing and speaking, and identify and use strategies to improve	
expression in conventional language.*	
L.6.2 Demonstrate command of the conventions of standard English	SE/ TWE: 360, 361, 362, 370
capitalization, punctuation, and spelling when writing.	
L.6.2a Use punctuation (commas, parentheses, dashes) to set off	SE/TWE: 284, 285, 286, 297, 298,
nonrestrictive/parenthetical elements.*	299, 291, 292, 293
	SE/TWE: 404, 405, 406, 409, 413, 417
L.6.2b Spell correctly.	
Knowledge of Language	
	SE/TWE: 18, 36, 71, 88, 89, 99,
L.6.3 Use knowledge of language and its conventions when writing,	100, 195, 196, 301, 302, 378,
speaking, reading, or listening.	381, 411, 412
L.6.3a Vary sentence patterns for meaning, reader/listener interest, and	SE/TWE: 378, 398,
style.*	
	SE/TWE: 93, 94, 95, 96, 97, 102, 103,
	104, 105, 106, 107, 108 , 109, 110,
	111, 112, 113, 114, 117
L.6.3b Maintain consistency in style and tone.*	
Vocabulary Acquisition and Use	
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning	SE/TWE: 444, 445, 446, 447, 448
words and phrases based on grade 6 reading and content, choosing	
flexibly from a range of strategies.	
L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph;	SE/TWE: 445, 446, 447, 448, 449, 450
a word's position or function in a sentence) as a clue to the meaning of a	
word or phrase.	
	SE/TWE: 447, 448, 449, 450
L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as	
clues to the meaning of a word (e.g., audience, auditory, audible).	
L.6.4c Consult reference materials (e.g., dictionaries, glossaries,	SE/TWE: 451, 452, 453, 454, 455,
thesauruses), both print and digital, to find the pronunciation of a word	456, 457
or determine or clarify its precise meaning or its part of speech.	
L.6.4d Verify the preliminary determination of the meaning of a word or	SE/TWE: 8, 23, 24, 43, 46, 49,
phrase (e.g., by checking the inferred meaning in context or in a	50, 60, 61, 74, 75, 110, 111,
dictionary).	124. 137. 155. 156. 169. 182.
L.6.5 Demonstrate understanding of figurative language, word	SE/TWE: 430, 431, 432, 433, 434,
relationships, and nuances in word meanings.	435, 436, 445, 446
L.6.5a Interpret figures of speech (e.g., personification) in context.	SE/TWE: 121, 122, 191, 576
	SE/TWE: 445, 446, 447, 448, 449, 450
L.6.5b Use the relationship between particular words (e.g., cause/effect,	
part/whole, item/category) to better understand each of the words.	
L.6.5c Distinguish among the connotations (associations) of words with	SE/TWE: 50, 303, 456, 457, 458
similar denotations (definitions) (e.g., stingy, scrimping, economical,	
unwasteful, thrifty).	

	SE/TWE: 18, 34, 35, 38, 94, 134, 195,
L.6.6 Acquire and use accurately grade-appropriate general academic and	206, 300, 301, 359
domain specific words and phrases; gather vocabulary knowledge when	
considering a word or phrase important to comprehension or expression.	

Connection: ELA to Mississippi ELA Standards Grades 6-12		
Mississippi English Language Arts Standards: Readi	ng Literature » Grade 7	
Key Ideas and Details	-	
RL.7.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TWE: 10, 13, 21, 40, 80, 91, 101, 132, 133, 135, 186, 222, 227, 242, 314, 327, 356, 366, 401, 414	
RL.7.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	SE/TWE: 43, 44, 45, 70, 78, 29, 80, 109, 110, 111, 112, 113, 114, 115, 253, 254, 255, 265, 266, 267, 302, 303, 336, 337, 360, 386, 387, 417, 418, 427, 428, 437, 438, 439, 440, 441, 442	
RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	SE/TWE: 34, 35, 36, 202, 203, 213, 293, 294, 336, 337, 360, 385, 386, 400, 401, 402, 403, 421, 422, 427, 428	
Craft and Structure	05/TWE 425 426 427 425 406	
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.		
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning	SE/TWE: 53, 164, 165, 174, 175 183–184, 192–194, 227, 239, 240, 241	
RL.7.6 Analyze how an author develops and contrasts the points of view	SE/TWE: 135, 136, 137, 195, 196	
of different characters or narrators in a text. Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	SE/TWE: 21, 60, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140,	
RL.7.8 Not applicable to literature.		
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	SE/TWE: 50, 51, 52, 77, 119, 120, 121, 365, 366, 367, 368	
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 10, 11, 12, 178, 179, 180, 181, 270, 271, 272, 306, 307, 308, 312, 313, 314	
Mississippi English Language Arts Standards: Reading In	nformational Text » Grade 7	
Key Ideas and Details		
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TWE: 418, 419, 431, 432, 433, 434, 435, 436, 439,440	

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W.7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.7.1d Establish and maintain a formal style.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.7.1e Provide a concluding statement or section that follows from and supports the argument presented.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	
W.7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91
<ul> <li>W.7.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>W.7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> </ul>	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91 SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91
W.7.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91 SE/ TWE: 73, 74, 75, 76, 77, 798, 79,
W.7.2e Establish and maintain a formal style. W.7.2f Provide a concluding statement or section that follows from and	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91 SE/ TWE: 73, 74, 75, 76, 77, 798, 79,
supports the information or explanation presented. W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.	124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.7.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.7.c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
W.7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146

W.7.3e Provide a conclusion that follows from and reflects on the narrated experiences or events.	SE/TWE: 119, 120, 121, 122, 123, 124, 125, 126, 128, 134, 135, 137, 138, 139, 142, 146
Production and Distribution of Writin	
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,
w.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)	SE/TWE:24, 40-41, 105-108, 214-224, 429-436, 262-263, 281-282, 282-283, 324-332
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	SE/ TWE: 5, 27, 59, 69, 70, 71, 84, 91,
Research to Build and Present Knowled	dge
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/ TWE: 59, 69, 70, 71, 187, 188, 194, 195
W.7.9a Apply grade 7 Reading standards to literary texts (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	SE/TWE: 75, 76, 94, 95, 100-101, 109, 110, 111, 112, 113, 114, 115, 229- 230, 256, 259, 281, 282, 283, 293, 294, 299, 300, 338, 371, 440, 441, 442
W.7.9b Apply grade 7 Reading standards to literary nonfiction and/or informational texts (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). Range of Writing	SE/TWE: 75, 76, 94, 95, 100-101, 109, 110, 111, 112, 113, 114, 115, 229- 230, 256, 259, 281, 282, 283, 293, 294, 299, 300, 338, 371, 440, 441, 442
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Mississippi English Language Arts Standards: Speakin	SE/TWE: 99, 109, 214, 225, 324, 333, 483, 437 ng and Listening » Grade 7
Comprehension and Collaboration	

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-	SE/ TWE: 459, 460, 462, 463, 464,
one, in groups, and teacher-led) with diverse partners on grade 7 topics,	472
texts, and issues, building on others' ideas and expressing their own	
clearly.	
	SE/TWE: 472, 473, 474, 475
SL.7.1a Come to discussions prepared, having read or researched material	
under study; explicitly draw on that preparation by referring to evidence	
on the topic, text, or issue to probe and reflect on ideas under discussion.	
SL.7.1b Follow rules for collegial discussions, track progress toward	SE/TWE: 472, 473, 475, 476, 477
specific goals and deadlines, and define individual roles as needed.	
SL.7.1c Pose questions that elicit elaboration and respond to others'	SE/TWE: 463, 464, 475, 476, 477
questions and comments with relevant observations and ideas that bring	
the discussion back on topic as needed.	
SL.7.1d Acknowledge new information expressed by others and, when	SE/TWE: 103, 104, 105, 106, 107,
warranted, modify their own views.	108, 109, 110
SL.7.2 Analyze the main ideas and supporting details presented in diverse	SE/ TWE: 134, 135, 136, 137, 158,
media and formats (e.g., visually, quantitatively, orally) and explain how	159, 160
the ideas clarify a topic, text, or issue under study.	
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the	SE/ TWE: 47, 190, 191, 192, 429, 430,
soundness of the reasoning and the relevance and sufficiency of the	431, 432
evidence.	
Presentation of Knowledge and Idea	IS
SL.7.4 Present claims and findings, emphasizing salient points in a	SE/TWE: 460, 461, 462, 463, 469,
focused, coherent manner with pertinent descriptions, facts, details, and	470, 471
examples; use appropriate eye contact, adequate volume, and clear	
pronunciation.	
	SE/TWE: 18, 469, 470, 471
SL.7.5 Include multimedia components and visual displays in	
presentations to clarify claims and findings and emphasize salient points.	
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating	SE/TWE: 94, 190, 209, 239, 255, 294,
command of formal English when indicated or appropriate. (See grade 7	319, 320, 407
Language standards 1 and 3 for specific expectations.)	
Mississippi English Language Arts Standards: L	anguage » Grade 7
Conventions of Standard English	
	SE/TWE: 39, 40, 57, 58, 93, 108,
L.7.1 Demonstrate command of the conventions of standard English	167, 168, 169, 174, 175, 187, 188,
grammar and usage when writing (printing, cursive, or keyboarding) or	189, 192, 193, 194, 224, 256, 280,
speaking.	
speaking.	281, 331, 332, 436
	SE/TWE: 39, 40, 57, 58, 93, 108,
1.7.1. Evaluin the function of abraces and clauses in general and their	167, 168, 169, 174, 175, 187, 188,
L.7.1a Explain the function of phrases and clauses in general and their	189, 192, 193, 194, 224, 256, 280,
function in specific sentences.	281, 331, 332, 436
	SE/TWE: 39, 40, 57, 58, 93, 108,
	167, 168, 169, 174, 175, 187, 188,
L.7.1b Choose among simple, compound, complex, and compound-	189, 192, 193, 194, 224, 256, 280,
complex sentences to signal differing relationships among ideas.	281, 331, 332, 436

	SE/TWE: 39, 40, 57, 58, 93, 108,
	167, 168, 169, 174, 175, 187, 188,
L.7.1c Place phrases and clauses within a sentence, recognizing and	189, 192, 193, 194, 224, 256, 280,
correcting misplaced and dangling modifiers.*	281, 331, 332, 436
L.7.2 Demonstrate command of the conventions of standard English	SE/ TWE: 360, 361, 362, 370
capitalization, punctuation, and spelling when writing.	
L.7.2a Use a comma to separate coordinate adjectives (e.g., It was a	SE/TWE: 284, 285, 286, 297, 298,
fascinating, enjoyable movie but not He wore an old[,] green shirt).	299, 291, 292, 293
	SE/TWE: 404, 405, 406, 409, 413, 417
L.7.2b Spell correctly.	
Knowledge of Language	
	SE/TWE: 39, 40, 57, 58, 93, 108,
	167, 168, 169, 174, 175, 187, 188,
L.7.3 Use knowledge of language and its conventions when writing,	189, 192, 193, 194, 224, 256, 280,
speaking, reading, or listening.	281, 331, 332, 436
	SE/TWE: 39, 40, 57, 58, 93, 108,
	167, 168, 169, 174, 175, 187, 188,
	189, 192, 193, 194, 224, 256, 280,
recognizing and eliminating wordiness and redundancy.*	281, 331, 332, 436
Vocabulary Acquisition and Use	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning	SE/TWE: 444, 445, 446, 447, 448
words and phrases based on grade 7 reading and content, choosing	
flexibly from a range of strategies.	
L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph;	SE/TWE: 445, 446, 447, 448, 449, 450
a word's position or function in a sentence) as a clue to the meaning of a	
word or phrase.	
	SE/TWE: 447, 448, 449, 450
L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as	
clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	
L.7.4c Consult general and specialized reference materials (e.g.,	SE/TWE: 451, 452, 453, 454, 455,
dictionaries, glossaries, thesauruses), both print and digital, to find the	456, 457
pronunciation of a word or determine or clarify its precise meaning or its	
part of speech.	
L.7.4d Verify the preliminary determination of the meaning of a word or	TWE: 8, 9, 15
phrase (e.g., by checking the inferred meaning in context or in a	, ,
dictionary).	
	SE/TWE: 430, 431, 432, 433, 434,
relationships, and nuances in word meanings.	435, 436, 445, 446
	SE/TWE: 121, 122, 191, 576
	, , , ,
allusions) in context.	
	SE/TWE: 445, 446, 447, 448, 449, 450
L.7.5b Use the relationship between particular words (e.g.,	SE/TWE: 445, 446, 447, 448, 449, 450
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	SE/TWE: 445, 446, 447, 448, 449, 450 SE/TWE: 50, 303, 456, 457, 458

	SE/TWE: 8, 20, 21, 22, 29, 46, 64,
	74, 75, 81, 118, 131, 138, 157,
	176, 195, 227, 228, 232, 268,
L.7.6 Acquire and use accurately grade-appropriate general academic and	286, 298, 304, 340, 363, 380,
domain specific words and phrases; gather vocabulary knowledge when	394, 411
considering a word or phrase important to comprehension or expression.	

Connection: ELA to Mississippi ELA Standards Grades 6-12	
Mississippi English Language Arts Standards: Rea	ading Literature » Grade 8
Key Ideas and Details	
RL.8.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	SE/TWE: 10, 18, 19, 20, 29, 20, 31, 50, 51, 52, 72, 73, 158, 162, 163, 164, 165, 171, 217, 218, 277, 286, 293, 301, 320, 333, 334, 339, 340, 347, 348, 358, 380, 381, 382, 384, 393,
RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.	SB/TWE: 29, 30, 31, 34, 37, 38, 39, 50, 51, 52, 165, 167, 168, 171, 261, 305, 306, 307, 308, 309, 310, 311, 320, 321, 374, 375, 380
RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	SB/TWE: 30, 31, 39, 40, 41, 51, 200, 201, 202, 203, 204, 205, 206, 207, 217, 268, 269, 270, 271, 272, 273, 274, 275, 276 277, 278, 287, 288, 291, 292, 293, 294, 295, 301, 302, 314, 315, 333, 341, 342, 347, 359, 368, 369, 370, 371, 372, 373, 380, 382, 385, 391, 400, 401
Craft and Structure	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SE/TWE: 27, 28, 29, 50, 61, 62, 136, 190, 191, 200, 221, 225, 294, 295, 315, 344, 377, 378
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	SE/TWE: 436, 439, 440, 441, 442, 442, 444
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	SE/TWE: 149, 150, 151
Integration of Knowledge and Id	leas
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. RL.8.8 Not applicable to literature.	SE/TWE: 431, 432, 433, 434, 435, 436, 440

	SE/TWE: 281, 282, 283, 284, 285, 396,	
	398	
types in a modern work, including how the material is rendered		
new.		
Range of Reading and Level of Text Con	· · ·	
	SE/TWE: 76, 77, 78, 79, 80, 104, 105,	
	175, 176, 177, 178, 179, 225, 226,	
text complexity band independently and proficiently.	227, 228, 412, 413	
Mississippi English Language Arts Standards: Reading	Informational Text » Grade 8	
Key Ideas and Details		
RI.8.1 Cite the textual evidence that most strongly supports an	SE/TWE: 418, 419, 431, 432, 433, 434,	
analysis of what the text says explicitly as well as inferences drawn	435, 436, 439,440	
from the text.		
RI.8.2 Determine a central idea of a text and analyze in detail its	SE/TWE: 159, 160, 161, 428, 429, 430	
development over the course of the text, including how it emerges		
and is shaped and refined by specific details; provide an accurate		
summary of the text based upon this analysis.		
RI.8.3 Analyze how a text makes connections among and	SE/TWE: 463, 464, 465, 466	
distinctions between individuals, ideas, or events (e.g., through		
comparisons, analogies, or categories).		
Craft and Structure		
PL 9.4 Determine the meaning of words and phrases as they are	SE/TWE: 430, 431, 432, 433, 434, 435,	
RI.8.4 Determine the meaning of words and phrases as they are	436, 445, 446	
used in a text, including figurative, connotative, and technical		
meanings; analyze the impact of specific word choices on meaning		
and tone, including analogies or allusions to other texts.		
RI.8.5 Analyze the structure of a specific paragraph in a text,	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
including the role of particular sentences in developing and refining		
a key concept.		
RI.8.6 Determine an author's point of view or purpose in a text and	SE/TWE: 86, 87, 439, 475, 476	
analyze how the author acknowledges and responds to conflicting		
evidence or viewpoints.		
Integration of Knowledge and Ideas		
RI.8.7 Evaluate the advantages and disadvantages of using different	SE/TWE: 57, 58, 59, 60, 309	
mediums (e.g., print or digital text, video, multimedia) to present a		
particular topic or idea.		
RI.8.8 Delineate and evaluate the argument and specific claims in a	SE/TWE: 93, 94, 95, 96, 97, 98, 99 100	
text, assessing whether the reasoning is sound and the evidence is		
relevant and sufficient; recognize when irrelevant evidence is		
introduced.		
RI.8.9 Analyze a case in which two or more texts provide conflicting	SE/TWE: 106,107	
information on the same topic and identify where the texts disagree		
on matters of fact or interpretation.		

RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SE/TWE: 76, 77, 78, 79, 80, 104, 105, 175, 176, 177, 178, 179, 225, 226, 227, 228, 412, 413
Mississippi English Language Arts Standard	ds: Writing » Grade 8
Text Types and Purposes W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.1d Establish and maintain a formal style.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.1e Provide a concluding statement or section that follows from and supports the argument presented.	SE/TWE: 93, 94, 95, 96, 97, 102, 103, 104, 105, 106, 107, 108 , 109, 110, 111, 112, 113, 114, 117
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91
W.8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91
W.8.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91
<ul> <li>W.8.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>W.8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> </ul>	SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91 SE/ TWE: 73, 74, 75, 76, 77, 798, 79, 80, 81, 82, 86, 87, 88, 90, 91

	SE/ TWE: 73, 74, 75, 76, 77, 798, 79,
W.8.2e Establish and maintain a formal style.	80, 81, 82, 86, 87, 88, 90, 91
W.8.2f Provide a concluding statement or section that follows from	SE/ TWE: 73, 74, 75, 76, 77, 798, 79,
and supports the information or explanation presented.	80, 81, 82, 86, 87, 88, 90, 91
W.8.3 Write narratives to develop real or imagined experiences or	SE/TWE: 119, 120, 121, 122, 123, 124,
events using effective technique, relevant descriptive details, and	125, 126, 128, 134, 135, 136, 137,
well-structured event sequences.	138, 139, 142, 146
W.8.3a Engage and orient the reader by establishing a context and	SE/TWE: 119, 120, 121, 122, 123, 124,
point of view and introducing a narrator and/or characters; organize	125, 126, 128, 134, 135, 136, 137,
an event sequence that unfolds naturally and logically.	138, 139, 142, 146
W/ 8 2h Use parrative techniques, such as dialogue, pasing, and	SE/TWE: 119, 120, 121, 122, 123, 124,
W.8.3b Use narrative techniques, such as dialogue, pacing, and	125, 126, 128, 134, 135, 136, 137,
description, to develop experiences, events, and/or characters.	138, 139, 142, 146
W.8.c Use a variety of transition words, phrases, and clauses to	SE/TWE: 119, 120, 121, 122, 123, 124,
convey sequence and signal shifts from one time frame or setting to	125, 126, 128, 134, 135, 136, 137,
another.	138, 139, 142, 146
W.8.3d Use precise words and phrases, relevant descriptive details,	SE/TWE: 119, 120, 121, 122, 123, 124,
and sensory language to capture the action and convey experiences	125, 126, 128, 134, 135, 136, 137,
and events.	138, 139, 142, 146
W.8.3e Provide a conclusion that follows from and reflects on the	SE/TWE: 119, 120, 121, 122, 123, 124,
narrated experiences or events.	125, 126, 128, 134, 135, 136, 137,
	138, 139, 142, 146
Production and Distribution of Wr	iting
	SE/TWE: 26, 27, 110, 116, 117, 118,
W.8.4 Produce clear and coherent writing in which the	119, 120, 121, 122, 123, 124, 125,
development, organization, and style are appropriate to task,	126, 168, 148, 212, 237, 242, 243,
purpose, and audience. (Grade-specific expectations for writing	244, 245, 246, 247, 248, 249, 250,
types are defined in standards 1–3 above.)	251, 252, 253, 254, 255, 256, 356,
	415, 462, 463, 464, 465, 466, 467,
	468, 469, 470, 471, 470
w.8.5 With some guidance and support from peers and adults,	SE/TWE: 26, 27, 110, 116, 117, 118,
develop and strengthen writing as needed by planning, revising,	119, 120, 121, 122, 123, 124, 125,
editing, rewriting, or trying a new approach, focusing on how well	126, 168, 148, 212, 237, 242, 243,
purpose and audience have been addressed. (Editing for	244, 245, 246, 247, 248, 249, 250,
conventions should demonstrate command of Language standards	251, 252, 253, 254, 255, 256, 356,
1–3 up to and including grade 8.)	415, 462, 463, 464, 465, 466, 467,
	468, 469, 470, 471, 470
	SE/TWE: 26, 27, 110, 116, 117, 118,
W.8.6 Use technology, including the Internet, to produce and	119, 120, 121, 122, 123, 124, 125,
publish writing and present the relationships between information	126, 168, 148, 212, 237, 242, 243,
and ideas efficiently as well as to interact and collaborate with	244, 245, 246, 247, 248, 249, 250,
others.	251, 252, 253, 254, 255, 256, 356,
	415, 462, 463, 464, 465, 466, 467,
	468, 469, 470, 471, 470
Research to Build and Present Know	vledge

W.8.7 Conduct short research projects to answer a question,	SE/ TWE: 59, 69, 70, 71, 187, 188, 194,
drawing on several sources and generating additional related,	195
focused questions for further research and investigation.	
W.8.8 Gather relevant information from multiple print and digital	SE/ TWE: 59, 69, 70, 71, 187, 188, 194,
sources, using search terms effectively; assess the credibility and	195
accuracy of each source; and quote or paraphrase the data and	
conclusions of others while avoiding plagiarism and following a	
standard format for citation.	
W.8.9 Draw evidence from literary or informational texts to support	SE/ TWE: 59, 69, 70, 71, 187, 188, 194,
analysis, reflection, and research.	195
	SE/TWE: 20, 24, 45, 48, 85,
W.8.9a Apply grade 8 Reading standards to literary texts (e.g.,	131, 142, 144, 160, 212, 215,
"Compare and contrast a fictional portrayal of a time, place, or	216, 263, 362, 373, 398, 399,
character and a historical account of the same period as a means of	450, 456, 475
understanding how authors of fiction use or alter history").	
W.8.9b Apply grade 8 Reading standards to literary nonfiction	SE/TWE: 20, 24, 45, 48, 85,
and/or informational texts (e.g. "Trace and evaluate the argument	131, 142, 144, 160, 212, 215,
and specific claims in a text, assessing whether the reasoning is	216, 263, 362, 373, 398, 399,
sound and the evidence is relevant and sufficient to support the	450, 456, 475
claims").	
Range of Writing	
W.8.10 Write routinely over extended time frames (time for	SE/TWE: 116, 127, 242, 257, 349, 357,
research, reflection, and revision) and shorter time frames (a single	462, 471
sitting or a day or two) for a range of discipline-specific tasks,	
purposes, and audiences.	
Mississippi English Language Arts Standards: Spea	king and Listening » Grade 8
Comprehension and Collaborati	
SL.8.1 Engage effectively in a range of collaborative discussions (one-	
on-one, in groups, and teacher-led) with diverse partners on grade 7	
topics, texts, and issues, building on others' ideas and expressing	
their own clearly.	
SL.8.1a Come to discussions prepared, having read or researched	SE/TWE: 472, 473, 474, 475
material under study; explicitly draw on that preparation by	SE/TWE. 472, 475, 474, 475
referring to evidence on the topic, text, or issue to probe and reflect	
on ideas under discussion.	
SL 9 1h Follow rules for collogial discussions, track progress toward	SE/TWE: 472, 473, 475, 476, 477
SL.8.1b Follow rules for collegial discussions, track progress toward	
specific goals and deadlines, and define individual roles as needed.	
SL.8.1c Pose questions that elicit elaboration and respond to others'	SE/TWE: 463, 464, 475, 476, 477
questions and comments with relevant observations and ideas that	
bring the discussion back on topic as needed.	
SL.8.1d Acknowledge new information expressed by others and,	SE/TWE: 103, 104, 105, 106, 107, 108,
when warranted, modify their own views.	109, 110

[	SE/ TWE: 134, 135, 136, 137, 158,
SL.8.2 Analyze the main ideas and supporting details presented in	159, 160
diverse media and formats (e.g., visually, quantitatively, orally) and	
explain how the ideas clarify a topic, text, or issue under study.	
SL.8.3 Delineate a speaker's argument and specific claims,	SE/ TWE: 47, 190, 191, 192, 429, 430,
evaluating the soundness of the reasoning and the relevance and	431, 432
sufficiency of the evidence.	
Presentation of Knowledge and I	deas
SL.8.4 Present claims and findings, emphasizing salient points in a	SE/TWE: 460, 461, 462, 463, 469, 470,
focused, coherent manner with pertinent descriptions, facts, details,	471
and examples; use appropriate eye contact, adequate volume, and	
clear pronunciation.	
SL.8.5 Include multimedia components and visual displays in	SE/TWE: 18, 469, 470, 471
presentations to clarify claims and findings and emphasize salient	
points.	
SL.8.6 Adapt speech to a variety of contexts and tasks,	SE/TWE: 69, 70, 89, 90, 148,
demonstrating command of formal English when indicated or	149, 236, 237, 253, 284, 294,
appropriate. (See grade 8 Language standards 1 and 3 for specific	298, 299, 344, 353, 434, 436
expectations.)	
Mississippi English Language Arts Standards	s: Language » Grade 8
Conventions of Standard Engli	sh
L.8.1 Demonstrate command of the conventions of standard English	SE/TWE: 24, 26, 27, 46, 47,
grammar and usage when writing (printing, cursive, or keyboarding)	88, 89, 126, 254, 256, 316, 354,
or speaking.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
L.8.1a Explain the function of phrases and clauses in general and	88, 89, 126, 254, 256, 316, 354,
their function in specific sentences.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
	88, 89, 126, 254, 256, 316, 354,
L.8.1b Form and use verbs in the active and passive voice.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
L.8.1c Form and use verbs in the indicative, imperative,	88, 89, 126, 254, 256, 316, 354,
interrogative, conditional, and subjunctive mood.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
L.8.1.d Recognize and correct inappropriate shifts in verb voice and	88, 89, 126, 254, 256, 316, 354,
mood.*	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
L.8.2 Demonstrate command of the conventions of standard English	88, 89, 126, 254, 256, 316, 354,
capitalization, punctuation, and spelling when writing.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
L.8.2a Use punctuation (comma, ellipsis, dash) to indicate a pause or	88, 89, 126, 254, 256, 316, 354,
break.	392, 396, 416, 433, 434, 470
	SE/TWE: 24, 26, 27, 46, 47,
	88, 89, 126, 254, 256, 316, 354,
L.8.2b Use an ellipsis to indicate an omission.	392, 396, 416, 433, 434, 470
	SE/TWE: 71, 91, 255. 470

Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing,	SE/TWE: 235, 240, 297,
speaking, reading, or listening.	354,355, 359, 470
L.8.3a Use verbs in the active and passive voice and in the	SE/TWE: 24, 26, 27, 46, 47,
conditional and subjunctive mood to achieve particular effects (e.g.,	88, 89,126, 254, 256, 316, 354,
emphasizing the actor or the action; expressing uncertainty or	392, 396, 416, 433, 434, 470
describing a state contrary to fact).	
Vocabulary Acquisituon and Us	se
L.8.4 Determine or clarify the meaning of unknown and multiple-	SE/TWE: 432, 433, 434, 435, 436, 456
meaning words and phrases based on grade 8 reading and content,	
choosing flexibly from a range of strategies.	
L.8.4a Use context (e.g., the overall meaning of a sentence or	SE/TWE: 444, 445, 446, 447, 448
paragraph; a word's position or function in a sentence) as a clue to	
the meaning of a word or phrase.	
L.8.4b Use common, grade-appropriate Greek or Latin affixes and	SE/TWE: 447, 448, 449, 450
roots as clues to the meaning of a word (e.g., precede, recede,	
secede).	
L.8.4c Consult general and specialized reference materials (e.g.,	SE/TWE: 451, 452, 453, 454, 455, 456,
dictionaries, glossaries, thesauruses), both print and digital, to find	457
the pronunciation of a word or determine or clarify its precise	
meaning or its part of speech.	
	SE/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155, 156, 157,
	158, 159, 160, 161, 162,
	172, 173, 198, 219, 266, 303,
L.8.4d Verify the preliminary determination of the meaning of a	322, 335, 349, 366, 380, 381,
word or phrase (e.g., by checking the inferred meaning in context or	382, 383, 402, 422, 440
in a dictionary).	
	SE/TWE: 27, 28, 29, 50,
	61, 62, 136, 190, 191, 200,
L.8.5 Demonstrate understanding of figurative language, word	221, 225, 294, 295, 315, 344,
relationships, and nuances in word meanings.	377, 378
	SE/TWE: 27, 28, 29, 50,
	61, 62, 136, 190, 191, 200,
	221, 225, 294, 295, 315, 344,
L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	
	SE/TWE: 27, 28, 29, 50,
L.8.5b Use the relationship between particular words (e.g.,	61, 62, 136, 190, 191, 200,
synonym/antonym, analogy) to better understand each of the	221, 225, 294, 295, 315, 344,
words.	377, 378
	SE/TWE: 27, 28, 29, 50,
L.8.5c Distinguish among the connotations (associations) of words	61, 62, 136, 190, 191, 200,
with similar denotations (definitions) (e.g., bullheaded, willful, firm,	221, 225, 294, 295, 315, 344,
persistent, resolute).	377, 378

	SE/TWE: 8, 32, 53, 74, 95,
	134, 146, 151, 153, 155, 156, 157,
	158, 159, 160 161, 162,
L.8.6 Acquire and use accurately grade-appropriate general	172, 173, 198, 219, 266, 303,
academic and domainspecific words and phrases; gather vocabulary	322, 335, 349, 366, 380, 381,
knowledge when considering a word or phrase important to	382, 383, 402, 422, 440
comprehension or expression.	

Connection: ELA to Mississippi ELA Standards Grades 6-12	
Mississippi English Language Arts Standards: Readi	ng Literature » Grade 9
Key Ideas and Details	
RL.9.1 Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text. RL.9.2 Determine the theme(s) or central idea(s) of a text and analyze in	SE/TWE: 10, 22, 23, 50, 51, 57, 98, 104, 107, 107, 114, 115, 134, 138, 199, 202, 346, 356 SE/TWE: 16, 51, 54, 60, 65,
detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.	105, 115, 134, 137, 144, 145, 295, 356, 373
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	SE/TWE: 40, 41, 42, 43, 44, 45, 50, 57, 138, 145, 294, 304, 346, 347, 356, 367
Craft and Structure	
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	SE/TWE: 518, 519, 536, 538
RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SE/TWE: 16, 211, 298, 304, 305, 365, 367
RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SE/TWE: 481, 482, 483, 484
Integration of Knowledge and Ideas	
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	SE/TWE: 21, 108, 109
RL.9.8 Not applicable to literature.	
RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SE/TWE: 35, 49, 64, 140, 239
Range of Reading and Level of Text Comp	lexity
RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 54, 55, 56, 134, 136, 136, 137, 147, 148, 162, 163, 164, 243, 244, 245, 246, 259, 260, 261, 323, 324, 325

Mississippi English Language Arts Standards: Reading In	nformational Text » Grade 9
Key Ideas and Details	
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
RI.9.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	SE/TWE: 71, 72, 73, 74, 78
RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TWE: 163, 170, 171, 173, 176
Craft and Structure	
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	SE/TWE: 8, 10, 24, 28, 36, 38, 52, 54, 66, 70, 72, 73, 75, 77, 78, 82, 96, 110, 116, 132, 146, 147, 149, 150, 160, 163, 170, 175, 185, 190, 198, 210, 212, 226, 239, 241, 251, 257, 272, 280, 288, 306, 321, 322, 328, 338, 360
RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SE/TWE: 100, 101, 103, 104, 114, 178, 179, 180, 181, 183, 184, 185, 189
Integration of Knowledge and Ideas	
RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	SE/TWE: 533, 534, 535
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TWE: 219, 220, 226, 229, 231, 233,
RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	SE/TWE: 163, 164, 165, 166, 167
Range of Reading and Level of Text Comp	blexity
RI.9.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 54, 55, 56, 134, 135, 137, 147, 148, 162, 163, 164, 243, 244, 246, 259, 260, 261, 323, 324, 325

Mississippi English Language Arts Standards:	Writing » Grade 9
Text Types and Purposes	
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
<ul> <li>W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>W.9.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> <li>W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia</li> </ul>	133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146,
when useful to aiding comprehension. W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.9.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,

W.9.3 Write narratives to develop real or imagined experiences or events	SE/TWE: 84, 123, 124, 129, 130, 132,
using effective technique, relevant descriptive details, and well-	133, 134, 135, 140, 142, 145, 146,
structured event sequences.	147, 158, 159, 160, 166, 167
W.9.3a Engage and orient the reader by setting out a problem, situation,	SE/TWE: 84, 123, 124, 129, 130, 132,
or observation, establishing one or multiple point(s) of view, and	133, 134, 135, 140, 142, 145, 146,
introducing a narrator and/or characters; create a smooth progression of	147, 158, 159, 160, 166, 167
experiences	
or events.	
W.9.3b Use narrative techniques, such as dialogue, pacing, description,	SE/TWE: 84, 123, 124, 129, 130, 132,
reflection, and multiple plot lines, to develop experiences, events, and/or	133, 134, 135, 140, 142, 145, 146,
characters.	147, 158, 159, 160, 166, 167
	SE/TWE: 84, 123, 124, 129, 130, 132,
W.9.c Use a variety of techniques to sequence events so that they build	133, 134, 135, 140, 142, 145, 146,
on one another to create a coherent whole.	147, 158, 159, 160, 166, 167
W.9.3d Use precise words and phrases, telling details, and sensory	SE/TWE: 84, 123, 124, 129, 130, 132,
language to convey a vivid picture of the experiences, events, setting,	133, 134, 135, 140, 142, 145, 146,
and/or	147, 158, 159, 160, 166, 167
characters.	147, 158, 155, 160, 160, 167
	SE/TWE: 84, 123, 124, 129, 130, 132,
W.9.3e Provide a conclusion that follows from and reflects on what is	133, 134, 135, 140, 142, 145, 146,
experienced, observed, or resolved over the course of the narrative.	
Production and Distribution of Writir	147, 158, 159, 160, 166, 167
W.9.4 Produce clear and coherent writing in which the development,	-
organization, and style are appropriate to task, purpose, and audience.	SE/TWE: 32, 33, 34, 77, 83, 85, 86, 89, 109, 112, 155, 176, 178, 180, 181,
(Grade-specific expectations for writing types are defined in standards	183, 187, 237, 267, 272, 277, 301,
1–3 above.)	317, 370, 371, 374, 375, 381
W.9.5 Develop and strengthen writing as needed by planning, revising,	SE/TWE: 32, 83, 85, 86, 109,
editing, rewriting, or trying a new approach, focusing on addressing what	112, 155, 176, 178, 180, 181,
is most significant for a specific purpose and audience. (Editing for	183, 187, 272, 277, 370, 371,
conventions should demonstrate command of Language standards 1–3	374, 375
up to and including grades 9–10.)	CE/TW/E 77 407 007 075
W.9.6 Use technology, including the Internet, to produce and publish	SE/TWE: 77, 187, 267, 275,
writing and present the relationships between information and ideas	277, 319, 374, 375, 376
efficiently as well as to interact and collaborate with others.	
Research to Build and Present Knowled	•
W.9.7 Conduct short as well as more sustained research projects to	SE/TWE: 22, 76, 77, 78, 107, 109,
answer a question (including a self-generated question) or solve a	240, 241, 242, 243, 244, 329, 460
problem; narrow or broaden the inquiry when appropriate; synthesize	
multiple sources on the subject, demonstrating understanding of the	
subject under investigation.	
W.9.8 Gather relevant information from multiple print and digital	SE/TWE: 22, 76, 77, 78, 107, 109,
sources, using search terms effectively; assess the credibility and	240, 241, 242, 243, 244, 329, 460
accuracy of each source; and quote or paraphrase the data and	
conclusions of others while avoiding plagiarism and following a standard	
format for citation.	
W.9.9 Draw evidence from literary or informational texts to support	SE/TWE: 22, 76, 77, 78, 107, 109,
analysis, reflection, and research.	240, 241, 242, 243, 244, 329, 460

W/ 0.05 Apply grades 0, 10 Deading standards to literature (s.g. "Apply of	SE/TWE: 20, 32, 63, 75, 78,
W.9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze	109, 114, 124, 152, 169, 201,
how an author draws on and transforms source material in a specific	203, 220, 252, 253, 277, 301,
work [e.g., how Shakespeare treats a theme or topic from Ovid or the	348, 371
Bible or how a later author draws on a play by Shakespeare]").	
W.9.9b Apply grades 9–10 Reading standards to literary nonfiction and/or	
informational texts (e.g., "Delineate and evaluate the argument and	109, 114, 124, 152, 169, 201,
specific claims in a text, assessing whether the reasoning is valid and the	203, 220, 252, 253, 277, 301,
evidence is relevant and sufficient; identify false statements and	348, 371
fallacious reasoning").	
Range of Writing	
W.9.10 Write routinely over extended time frames (time for research,	SE/TWE: 82, 90, 175, 184, 272, 280,
reflection, and revision) and shorter time frames (a single sitting or a day	374, 382
or two) for a range of tasks, purposes, and audiences.	
Mississippi English Language Arts Standards: Speakin	g and Listening » Grade 9
Comprehension and Collaboration	
SL.9.1 Initiate and participate effectively in a range of collaborative	SE/TWE: 536, 537, 538, 539, 540
discussions (one-onone, in groups, and teacher-led) with diverse partners	
on grades 9–10 topics, texts, and issues, building on others' ideas and	
expressing their own clearly and persuasively.	
SL.9.1a Come to discussions prepared, having read and researched	SE/TWE: 48, 62, 73, 107,
material under study; explicitly draw on that preparation by referring to	122, 125, 140, 142, 154, 168,
evidence from texts and other research on the topic or issue to stimulate	201, 334, 348, 354, 368
a thoughtful, well-reasoned exchange of ideas.	
SL.9.1b Work with peers to set rules for collegial discussions and decision-	SE/TWE: 235, 236, 237, 238, 239
making (e.g., informal consensus, taking votes on key issues, presentation	
of alternate views), clear goals and deadlines, and individual roles as	
needed.	
SL.9.1c Propel conversations by posing and responding to questions that	SE/TWE: 534, 535, 536, 537
relate the current discussion to broader themes or larger ideas; actively	- , , , ,
incorporate others into the discussion; and clarify, verify, or challenge	
ideas and conclusions.	
SL.9.1d Respond thoughtfully to diverse perspectives, summarize points	SE/TWE: 538, 539, 540, 541, 542
of agreement and disagreement, and, when warranted, qualify or justify	, , , ,
their own views and understanding and make new connections in light of	
the evidence and reasoning presented.	
SL.9.2 Integrate multiple sources of information presented in diverse	SE/TWE: 476, 481, 482, 483, 496
media or formats (e.g., visually, quantitatively, orally) evaluating the	· · · · · · · · · · · · · · · · · · ·
credibility and accuracy of each source.	
· · · · · · · · · · · · · · · · · · ·	SE/TWE: 486, 488, 491, 493
and rhetoric, identifying any fallacious reasoning or exaggerated or	,,,,,
distorted evidence.	
Presentation of Knowledge and Idea	S
	-

	SE/TWE: 32, 45, 48, 62, 127,
SL.9.4 Make strategic use of digital media (e.g., textual, graphical, audio,	128, 140, 142, 154, 237, 348,
visual, and interactive elements) in presentations to enhance	354
understanding of findings, reasoning, and evidence and to add interest.	
	SE/TWE: 33, 34, 127, 128,
SL.9.5 Include multimedia components and visual displays in	142, 354
presentations to clarify claims and findings and emphasize salient points.	,
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating	SE/TWE: 33, 62, 127, 128,
command of formal English when indicated or appropriate. (See grades	140, 142, 154, 354
9–10 Language standards 1 and 3 for specific expectations.)	
Mississippi English Language Arts Standards: L	anguage » Grade 9
Conventions of Standard English	
	SE/TWE: 41, 43, 46, 61, 87,
	125, 127, 128, 140, 141, 176,
L.9.1 Demonstrate command of the conventions of standard English	181, 183, 279, 299, 315, 317,
grammar and usage when writing or speaking.	320, 353, 368
L.9.1a Use parallel structure.*	TWE: 124, 125, 140
L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial,	SE/TWE: 41, 43, 46, 61, 87,
participial, prepositional, absolute) and clauses (independent, dependent;	125, 127, 128, 140, 141, 176,
noun, relative, adverbial) to convey specific meanings and add variety	181, 183, 279, 299, 315, 317,
and interest to writing or presentations.	320, 353, 368
	SE/TWE: 13, 17, 32, 48, 75,
L.9.2 Demonstrate command of the conventions of standard English	76, 80, 81, 153, 176, 181,
capitalization, punctuation, and spelling when writing.	183, 204, 221, 236, 266, 317"
	SE/TWE: 13, 17, 32, 48, 75,
L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or	76, 80, 81, 153, 176, 181,
more closely related independent clauses.	183, 204, 221, 236, 266, 317
	SE/TWE: 13, 17, 32, 48, 75,
	76, 80, 81, 153, 176, 181,
L.9.2b Use a colon to introduce a list or quotation.	183, 204, 221, 236, 266, 317
	SE/TWE: 72, 89, 110, 183, 279, 371,
L.9.2.c Spell correctly.	381, 408
Knowledge of Language	
L.9.3 Apply knowledge of language to understand how language functions	SE/TWE: 86, 87, 174, 198,
in different contexts, to make effective choices for meaning or style, and	228, 290, 379
to comprehend more fully when reading or listening.	
L.9.3a Write and edit work so that it conforms to the guidelines in a style	SE/TWE: 86, 87, 174, 198,
manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate	228, 290, 379
for the discipline and writing type.	
Vocabulary Acquisituon and Use	

	SE/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
L.9.4 Determine or clarify the meaning of unknown and multiple-meaning	212, 226, 239, 241, 251, 257,
words and phrases based on grades 9–10 reading and content, choosing	272, 280, 288, 306, 321, 322,
flexibly from a range of strategies.	328, 338, 360
	SE/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or	
text; a word's position or function in a sentence) as a clue to the meaning	
of a word or phrase.	328, 338, 360
	SE/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
L.9.4b Identify and correctly use patterns of word changes that indicate	212, 226, 239, 241, 251, 257,
different meanings or parts of speech (e.g., analyze, analysis, analytical;	
	272, 280, 288, 306, 321, 322,
advocate, advocacy).	328, 338, 360
	SE/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
L.9.4c Consult general and specialized reference materials (e.g.,	170, 175, 185, 190, 198, 210,
dictionaries, glossaries, thesauruses), both print and digital, to find the	212, 226, 239, 241, 251, 257,
pronunciation of a word or determine or clarify its precise meaning, its	272, 280, 288, 306, 321, 322,
part of speech, or its etymology.	328, 338, 360
	SE/TWE: 8, 10, 24, 28, 36,
	38, 52, 54, 66, 70, 72, 73, 75,
	77, 78, 82, 96, 110, 116, 132,
	146, 147, 149, 150, 160, 163,
	170, 175, 185, 190, 198, 210,
L.9.4d Verify the preliminary determination of the meaning of a word or	212, 226, 239, 241, 251, 257,
phrase (e.g., by checking the inferred meaning in context or in a	272, 280, 288, 306, 321, 322,
dictionary).	328, 338, 360
L.9.5 Demonstrate understanding of figurative language, word	SE/TWE: 30, 107, 174, 191,
relationships, and nuances in word meanings.	198, 209, 284, 305, 334, 365,
L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context	SE/TWE: 30, 107, 174, 191,
and analyze their role in the text.	198, 209, 284, 305, 334, 365,
	SE/TWE: 30, 107, 174, 191,
L.9.5b Analyze nuances in the meaning of words with similar denotations.	

L.9.6 Acquire and use accurately general academic and domain-specific	SE/TWE: 8, 22, 23, 24, 36,
words and phrases, sufficient for reading, writing, speaking, and listening	38, 52, 66, 82, 96, 116, 132,
at the college and career readiness level; demonstrate independence in	146, 160, 175, 190, 210, 212,
gathering vocabulary knowledge when considering a word or phrase	226, 241, 257, 272, 288, 306,
important to comprehension or expression.	321, 338, 358, 359

Connection: ELA to Mississippi ELA Standards Grades 6-12	
Mississippi English Language Arts Standards: Readi	ng Literature » Grade 10
Key Ideas and Details	
RL.10.1 Cite textual evidence to support analysis of what a text says	SE/TWE: 14, 16, 22, 40, 57,
explicitly as well as inferences drawn from the text.	426, 427
RL.10.2 Determine the theme(s) or central idea(s) of a text and analyze in	SE/TWE: 10, 14, 16, 40, 45, 54,
detail the development over the course of the text, including how details	55, 78, 82, 98, 109, 111, 193,
of a text interact and build on one another to shape and refine the	198, 200, 201, 202, 411, 415,
theme(s) or central idea(s); provide an accurate summary of the text	426, 427, 491
based upon this analysis.	
RL.10.3 Analyze how complex characters (e.g., those with multiple or	SE/TWE: 43, 48, 54, 58, 64, 74,
conflicting motivations) develop over the course of a literary text,	477, 483, 485, 486, 489, 491,
interact with other characters, and advance the plot or develop the	492
theme.	
Craft and Structure	1
RL.10.4 Determine the meaning of words and phrases as they are used in	SE/TWE: 518, 519, 536, 538
the text, including figurative and connotative meanings; analyze the	
cumulative impact of specific word choices on meaning and tone (e.g.,	
how the language evokes a sense of time and place; how it sets a formal	
or informal tone).	
RL.10.5 Analyze how an author's choices concerning how to structure a	SE/TWE: 479, 480, 481, 482
text, order events within it (e.g., parallel plots), and manipulate time	
(e.g., pacing, flashbacks) create such effects as mystery, tension, or	
surprise.	
RL.10.6 Analyze a particular point of view or cultural experience reflected	SE/TWE: 481 482 483 484
in a work of literature from outside the United States, drawing on a wide	
reading of world literature.	
Integration of Knowledge and Ideas	<u> </u>
RL.10.7 Analyze the representation of a subject or a key scene in two	SE/TWE: 68, 74, 93, 418, 420,
different artistic mediums, including what is emphasized or absent in	426, 427
each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's	,
Landscape with the Fall of Icarus).	
RL.10.8 Not applicable to literature.	
	SE/TWE: 68, 74
RL.10.9 Analyze how an author draws on and transforms source material	
in a specific work (e.g., how Shakespeare treats a theme or topic from	
Ovid or the Bible or how a later author draws on a play by Shakespeare).	
Range of Reading and Level of Text Comp	blexity
RL.10.10 By the end of grade 10, read and comprehend literature,	SB/TWE: 10, 11, 12, 26, 27, 28, 29,
including stories, dramas, and poems, in the grades 9-10 text complexity	175,177, 178, 264, 265, 266, 267,
band proficiently, with scaffolding as needed at the high end of the range.	268, 332, 333, 334, 335, 336
Mississippi English Language Arts Standards: Reading In	formational Text » Grade 10
Key Ideas and Details	

RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TWE: 486, 487, 488, 489, 490, 491
RI.10.2 Determine central idea(s) of a text and analyze in detail the development over the course of the text, including how details of a text interact and build on one another to shape and refine the central idea(s); provide an accurate summary of the text based upon this analysis.	SE/TWE: 171, 172, 173, 174
RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TWE: 163, 170, 171, 173, 176
Craft and Structure	•
RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	SE.TWE: 179, ,180, 181, 184, 185, 187
RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	SE/TWE: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
RI.10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SE/TWE: 100, 101, 103, 104, 114, 178, 179, 180, 181, 183, 184, 185, 189
Integration of Knowledge and Idea	S
RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	SE/TWE: 533, 534, 535
RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TWE: 219, 220, 226, 229, 231, 233,
RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	SE/TWE: 163, 164, 165, 166, 167
Range of Reading and Level of Text Comp	olexity
RI.10.10 By the end of grade 10, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 10, 11, 12, 26, 27, 29, 175, 177, 178, 264, 265, 267, 268, 332, 333, 334, 335, 336
Mississippi English Language Arts Standards:	Writing » Grade 10
Text Types and Purposes	
W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234

W.10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.10.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.10.1e Provide a concluding statement or section that follows from and supports the argument presented.	SE/TWE: 98, 100, 107, 113, 114, 179, 212, 213, 217, 229, 233, 234
W.10.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection,	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146,
organization, and analysis of relevant content. W.10.2a Introduce a topic; organize complex ideas, concepts, and	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132,
information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 147, 158, 159, 160, 166, 167

W.10.3a Engage and orient the reader by setting out a problem, situation,	
	133, 134, 135, 140, 142, 145, 146,
introducing a narrator and/or characters; create a smooth progression of	147, 158, 159, 160, 166, 167
experiences	
or events.	
W.10.3b Use narrative techniques, such as dialogue, pacing, description,	SE/TWE: 84, 123, 124, 129, 130, 132,
reflection, and multiple plot lines, to develop experiences, events, and/or	133, 134, 135, 140, 142, 145, 146,
characters.	147, 158, 159, 160, 166, 167
W/10 allos a variatu of task ninusa ta sanuanaa avanta sa that thay build	SE/TWE: 84, 123, 124, 129, 130, 132,
W.10.c Use a variety of techniques to sequence events so that they build	133, 134, 135, 140, 142, 145, 146,
on one another to create a coherent whole.	147, 158, 159, 160, 166, 167
W.10.3d Use precise words and phrases, telling details, and sensory	SE/TWE: 84, 123, 124, 129, 130, 132,
language to convey a vivid picture of the experiences, events, setting,	133, 134, 135, 140, 142, 145, 146,
and/or characters.	147, 158, 159, 160, 166, 167
	SE/TWE: 84, 123, 124, 129, 130, 132,
W.10.3e Provide a conclusion that follows from and reflects on what is	133, 134, 135, 140, 142, 145, 146,
experienced, observed, or resolved over the course of the narrative.	147, 158, 159, 160, 166, 167
Production and Distribution of Writin	
W.10.4 Produce clear and coherent writing in which the development,	SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,
organization, and style are appropriate to task, purpose, and audience.	12, 88, 89
(Grade-specific expectations for writing types are defined in standards	,,
1–3 above.)	
	SE/TWE: 101, 103, 104, 105,
W.10.5 Develop and strengthen writing as needed by planning, revising,	106, 107, 129, 187, 215, 223,
editing, rewriting, or trying a new approach, focusing on addressing what	224, 225, 226, 227, 229, 230,
is most significant for a specific purpose and audience. (Editing for	231, 236, 258, 276, 309, 325,
conventions should demonstrate command of Language standards 1–3	326, 348, 349, 354, 361, 363,
up to and including grades 9–10.)	494, 497, 498, 499, 504
	SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,
W.10.6 Use technology, including the Internet, to produce and publish	12, 88, 89
writing and present the relationships between information and ideas	12, 00, 05
efficiently as well as to interact and collaborate with others.	
Research to Build and Present Knowled	lge
	SE/TWE: 22, 76, 77, 78, 107, 109,
	240, 241, 242, 243, 244, 329, 460
problem; narrow or broaden the inquiry when appropriate; synthesize	, , , , ,
multiple sources on the subject, demonstrating understanding of the	
subject under investigation.	
	SE/TWE: 22, 76, 77, 78, 107, 109,
sources, using search terms effectively; assess the credibility and	240, 241, 242, 243, 244, 329, 460
	270, 271, 272, 273, 274, 323, 400
accuracy of each source; and quote or paraphrase the data and	
conclusions of others while avoiding plagiarism and following a standard	
format for citation.	
	SE/TWE: 22, 76, 77, 78, 107, 109,
analysis, reflection, and research.	240, 241, 242, 243, 244, 329, 460

	SE/TWE-107 146 169 160
W/ 10.05 Apply grades 0, 10 Peading standards to literature (a.g., "Applyza	SE/TWE: 107, 146, 168, 169,
W.10.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze	276
how an author draws on and transforms source material in a specific	
work [e.g., how Shakespeare treats a theme or topic from Ovid or the	
Bible or how a later author draws on a play by Shakespeare]").	
W.10.9b Apply grades 9–10 Reading standards to literary nonfiction	SE/TWE: 107, 146, 168, 169,
and/or informational texts (e.g., "Delineate and evaluate the argument	276
and specific claims in a text, assessing whether the reasoning is valid and	
the evidence is relevant and sufficient; identify false statements and	
fallacious reasoning").	
Range of Writing	[ ·
W.10.10 Write routinely over extended time frames (time for research,	SE/TWE: 100, 108, 223, 234, 347,
	358, 493, 501
or two) for a range of tasks, purposes, and audiences.	
Mississippi English Language Arts Standards: Speaking	g and Listening » Grade 10
Comprehension and Collaboration	
	SE/TWE: 16, 18, 33, 44, 46, 49,
	66, 71, 93, 105, 124, 126, 128,
	129, 142, 144, 147, 162, 170,
SL.10.1 Initiate and participate effectively in a range of collaborative	180, 200, 202, 213, 232, 233,
discussions (one-onone, in groups, and teacher-led) with diverse partners	247, 249, 272, 275, 294, 297,
on grades 9–10 topics, texts, and issues, building on others' ideas and	337, 340, 356, 384, 399, 438,
expressing their own clearly and persuasively.	464
	SE/TWE: 16, 18, 33, 44, 46, 49,
	66, 71, 93, 105, 124, 126, 128,
	129, 142, 144, 147, 162, 170,
SL.10.1a Come to discussions prepared, having read and researched	180, 200, 202, 213, 232, 233,
material under study; explicitly draw on that preparation by referring to	247, 249, 272, 275, 294, 297,
evidence from texts and other research on the topic or issue to stimulate	337, 340, 356, 384, 399, 438,
a thoughtful, well-reasoned exchange of ideas.	464
	SE/TWE: 16, 18, 33, 44, 46, 49,
	66, 71, 93, 105, 124, 126, 128,
	129, 142, 144, 147, 162, 170,
SL.10.1b Work with peers to set rules for collegial discussions and	180, 200, 202, 213, 232, 233,
decision-making (e.g., informal consensus, taking votes on key issues,	247, 249, 272, 275, 294, 297,
presentation of alternate views), clear goals and deadlines, and individual	
roles as needed.	464
	SE/TWE: 16, 18, 33, 44, 46, 49,
	66, 71, 93, 105, 124, 126, 128,
	129, 142, 144, 147, 162, 170,
SL.10.1c Propel conversations by posing and responding to questions that	
relate the current discussion to broader themes or larger ideas; actively	247, 249, 272, 275, 294, 297,
incorporate others into the discussion; and clarify, verify, or challenge	
ideas and conclusions.	337, 340, 356, 384, 399, 438, 464
	464

L.10.2.c Spell correctly.	500, 559
	SE/TWE: 107, 233, 256, 357, 493,
L.10.2b Use a colon to introduce a list or quotation.	185, 214, 233, 256, 274, 441
	SE/TWE: 18, 128, 146, 168,
more closely related independent clauses.	185, 214, 233, 256, 274, 441
L.10.2a Use a semicolon (and perhaps a conjunctive adverb) to link two o	r SE/TWE: 18, 128, 146, 168,
capitalization, punctuation, and spelling when writing.	341, 381, 404, 504
L.10.2 Demonstrate command of the conventions of standard English	SE/TWE: 18, 33, 94, 260, 306,
and interest to writing or presentations.	
noun, relative, adverbial) to convey specific meanings and add variety	
participial, prepositional, absolute) and clauses (independent, dependent	;
L.10.1b Use various types of phrases (noun, verb, adjectival, adverbial,	341, 381, 404, 504
	SE/TWE: 18, 33, 94, 260, 306,
L.10.1a Use parallel structure.*	TWE: 6, 32, 33, 153, 306, 321
grammar and usage when writing or speaking.	341, 381, 404, 504
L.10.1 Demonstrate command of the conventions of standard English	SE/TWE: 18, 33, 94, 260, 306,
Conventions of Standard English	
Mississippi English Language Arts Standards: L	anguage » Grade 10
9–10 Language standards 1 and 3 for specific expectations.)	
command of formal English when indicated or appropriate. (See grades	488
SL.10.6 Adapt speech to a variety of contexts and tasks, demonstrating	232, 233, 257, 308, 342, 384,
	SE/TWE: 129, 147, 200, 217,
understanding of findings, reasoning, and evidence and to add interest.	
visual, and interactive elements) in presentations to enhance	
SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio,	
	SE/TWE: 170, 257, 342
to purpose, audience, and task.	340, 342, 384
and the organization, development, substance, and style are appropriate	257, 272, 275, 294, 308, 320,
concisely, and logically such that listeners can follow the line of reasoning	
SL.10.4 Present information, findings, and supporting evidence clearly,	SE/TWE: 126, 142, 144, 147,
Presentation of Knowledge and Ide	
distorted evidence.	340, 384
and rhetoric, identifying any fallacious reasoning or exaggerated or	217, 232, 233, 275, 320, 337,
SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence	
	SB/TWE: 124, 126, 128, 129,
credibility and accuracy of each source.	275
media or formats (e.g., visually, quantitatively, orally) evaluating the	SB/TWE: 129, 147, 170, 257, 275
SL.10.2 Integrate multiple sources of information presented in diverse	464 SP/TW/5, 120, 147, 170, 257
their own views and understanding and make new connections in light of the evidence and reasoning presented.	
of agreement and disagreement, and, when warranted, qualify or justify	247, 249, 272, 275, 294, 297,
SL.10.1d Respond thoughtfully to diverse perspectives, summarize points	
	129, 142, 144, 147, 162, 170,
	66, 71, 93, 105, 124, 126, 128,
	SB/TWE: 16, 18, 33, 44, 46, 49,

L.10.3 Apply knowledge of language to understand how language	SE/TWE: 91, 98, 131, 134, 260,
functions in different contexts, to make effective choices for meaning or	274, 359, 360, 465, 487
style, and to comprehend more fully when reading or listening.	274, 333, 300, 403, 407
L.10.3a Write and edit work so that it conforms to the guidelines in a	SE/TWE: 91, 98, 131, 134, 260,
style manual (e.g., MLA Handbook, Turabian's Manual for Writers)	274, 359, 360, 465, 487
appropriate for the discipline and writing type.	, , , , -
Vocabulary Acquisituon and Use	•
	SE/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
L.10.4 Determine or clarify the meaning of unknown and multiple-	358, 364, 366, 390, 392, 409,
meaning words and phrases based on grades 9–10 reading and content,	410, 411, 428, 430, 446, 447,
choosing flexibly from a range of strategies.	448, 450, 470, 472, 477, 493
	SE/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
L.10.4a Use context (e.g., the overall meaning of a sentence, paragraph,	358, 364, 366, 390, 392, 409,
or text; a word's position or function in a sentence) as a clue to the	410, 411, 428, 430, 446, 447,
meaning of a word or phrase.	448, 450, 470, 472, 477, 493
	SE/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
	283, 312, 314, 330, 332, 347,
L.10.4b Identify and correctly use patterns of word changes that indicate	358, 364, 366, 390, 392, 409,
different meanings or parts of speech (e.g., analyze, analysis, analytical;	410, 411, 428, 430, 446, 447,
advocate, advocacy).	448, 450, 470, 472, 477, 493
	SE/TWE: 8, 10, 22, 23, 24, 25,
	26, 38, 40, 56, 58, 72, 75, 76,
	78, 99, 100, 108, 116, 118, 133,
	135, 150, 151, 152, 154, 173,
	176, 191, 193, 220, 223, 235,
	238, 240, 256, 262, 264, 281,
L.10.4c Consult general and specialized reference materials (e.g.,	283, 312, 314, 330, 332, 347,
dictionaries, glossaries, thesauruses), both print and digital, to find the	358, 364, 366, 390, 392, 409,
pronunciation of a word or determine or clarify its precise meaning, its	410, 411, 428, 430, 446, 447,
part of speech, or its etymology.	448, 450, 470, 472, 477, 493

Connection: ELA to Mississippi ELA Standards Grades 6-12		
Mississippi English Language Arts Standards: Readi	ng Literature » Grade 11	
Key Ideas and Details		
RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 10, 15, 45, 50, 118, 123, 132, 156, 159, 168, 169, 187, 202, 208, 210, 234, 244, 245, 249, 253, 256, 257, 261, 308, 314, 323, 348, 357	
RL.11.2 Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.	SE/TWE: 15, 51, 60, 61, 62, 132, 156, 159, 161, 168, 169, 172, 202, 219, 229, 233, 244, 249, 253, 266, 267, 344, 348, 361, 363, 370	
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	SE/TWE: 50, 62, 121, 123, 132, 161, 172, 187, 202, 206, 210, 223, 224, 234, 253, 255, 257, 261, 308, 314, 322, 323, 324	
Craft and Structure		
RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	SE/TWE: 518, 519, 536, 538	
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	SE/TWE: 479, 480, 481, 482	
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	SE/TWE: 3, 7, 8, 75, 105, 106, 108, 110, 142	
Integration of Knowledge and Ideas		
RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	SE/TWE: 163, 164, 165, 166, 167, 168	
RL.11.8 Not applicable to literature. RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early- twentiethcentury foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	SE/TWE: 60, 126, 127, 131, 162, 202, 208, 249, 256, 316, 318	

Range of Reading and Level of Text Complexity		
RL.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TWE: 29-31, 65-66, 92-94, 175, 271, 272, 273, 374, 375, 376, 377, 378, 379	
Mississippi English Language Arts Standards: Reading In	formational Text » Grade 11	
Key Ideas and Details		
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SE/TWE: 7, 25, 31, 32, 42, 82, 86, 89, 99, 136, 140, 141, 158, 175, 185, 194, 195, 196, 271, 273, 274, 275, 279, 282, 283, 327, 332, 333, 341, 394, 395, 404, 405	
how specific individuals, ideas, or events interact and develop over the	SE/TWE: 29, 31, 65, 70, 86, 89, 112, 136, 140, 141, 175, 185, 196, 273, 279, 282, 298, 327, 374, 380 SE/TWE: 26, 33, 35, 86, 89, 177, 274, 275, 279, 374, 380	
course of the text.		
Craft and Structure		
RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	SE/TWE: 15, 55, 164, 169, 175, 209, 219, 220, 221, 255, 266, 267, 302, 334, 340, 406	
RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	SE/TWE: 33, 35, 71, 72, 75, 82, 89, 92, 94, 99, 141, 144, 146, 152, 177, 274, 275, 279, 283, 332, 333, 374, 383	
RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	SE/TWE: 73, 76, 84, 85, 207, 273, 277, 282, 296, 303, 313, 314, 315, 316, 328, 335, 365, 368, 396	
Integration of Knowledge and Ideas		
RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	SE/TWE: 476, 481, 482, 483, 496	
RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	SE/TWE: 219, 220, 226, 229, 231, 233,	

RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century	SE/TWE: 75, 88, 89, 92, 94,
foundational U.S. documents of historical and literary significance for	130, 141, 144, 146, 152, 274,
their themes, purposes, and rhetorical features. Such documents might	275, 279, 282, 283, 334, 383
include The Declaration of Independence, the Preamble to the	
Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	
Range of Reading and Level of Text Comp	lexity
RI.11.10 By the end of grade 11, read and comprehend literacy nonfiction	-
	94, 175, 271, 272, 273, 374, 375, 376,
needed at the high end of the range.	277, 278, 379
Mississippi English Language Arts Standards: V	•
Text Types and Purposes	
	SE/TWE: 98, 100, 107, 113, 114, 179,
W.11.1 Write arguments to support claims in an analysis of substantive	212, 213, 217, 229, 233, 234
topics or texts, using valid reasoning and relevant and sufficient evidence.	212, 213, 217, 223, 233, 234
	SE/TWE: 98, 100, 107, 113, 114, 179,
W.11.1a Introduce precise claim(s), distinguish the claim(s) from	212, 213, 217, 229, 233, 234
alternate or opposing claims, and create an organization that establishes	
clear relationships among claim(s), counterclaims, reasons, and evidence.	
	SE/TWE: 98, 100, 107, 113, 114, 179,
W.11.1b Develop claim(s) and counterclaims fairly, supplying evidence for	212, 213, 217, 229, 233, 234
each while pointing out the strengths and limitations of both in a manner	
that anticipates the audience's knowledge level and concerns.	
W.11.1c Use words, phrases, and clauses to link the major sections of the	SE/TWE: 98, 100, 107, 113, 114, 179,
text, create cohesion, and clarify the relationships between claim(s) and	212, 213, 217, 229, 233, 234
reasons, between reasons and evidence, and between claim(s) and	
counterclaims.	
W.11.1d Establish and maintain a formal style and objective tone while	SE/TWE: 98, 100, 107, 113, 114, 179,
attending to the norms and conventions of the discipline in which they	212, 213, 217, 229, 233, 234
are writing.	
W.11.1e Provide a concluding statement or section that follows from and	
supports the argument presented.	212, 213, 217, 229, 233, 234
W.11.2 Write informative/explanatory texts to examine a topic and	SE/TWE: 84, 123, 124, 129, 130, 132,
convey ideas, concepts, and information through the selection,	133, 134, 135, 140, 142, 145, 146,
organization, and analysis of relevant content.	158, 159, 160, 167,
W.11.2a Introduce a topic; organize complex ideas, concepts, and	SE/TWE: 84, 123, 124, 129, 130, 132,
information to make important connections and distinctions; include	133, 134, 135, 140, 142, 145, 146,
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia	158, 159, 160, 167,
when useful to aiding comprehension.	
W.11.2b Develop the topic with well-chosen, relevant, and sufficient	SE/TWE: 84, 123, 124, 129, 130, 132,
facts, extended definitions, concrete details, quotations, or other	133, 134, 135, 140, 142, 145, 146,
information and examples appropriate to the audience's knowledge of	158, 159, 160, 167,
the topic.	

W.11.2c Use appropriate and varied transitions to link the major sections	SE/TWE: 84, 123, 124, 129, 130, 132,
of the text, create cohesion, and clarify the relationships among complex	133, 134, 135, 140, 142, 145, 146,
ideas and concepts.	158, 159, 160, 167,
•	SE/TWE: 84, 123, 124, 129, 130, 132,
	133, 134, 135, 140, 142, 145, 146,
	158, 159, 160, 167,
W.11.2e Establish and maintain a formal style and objective tone while	SE/TWE: 84, 123, 124, 129, 130, 132,
attending to the norms and conventions of the discipline in which they	133, 134, 135, 140, 142, 145, 146,
are writing.	158, 159, 160, 167,
W.11.2f Provide a concluding statement or section that follows from and	SE/TWE: 84, 123, 124, 129, 130, 132,
supports the information or explanation presented (e.g., articulating	133, 134, 135, 140, 142, 145, 146,
implications or the significance of the topic).	158, 159, 160, 167,
W.11.3 Write narratives to develop real or imagined experiences or	SE/TWE: 84, 123, 124, 129, 130, 132,
events using effective technique, relevant descriptive details, and well-	133, 134, 135, 140, 142, 145, 146,
structured event sequences.	147, 158, 159, 160, 166, 167
W.11.3a Engage and orient the reader by setting out a problem, situation,	
or observation, establishing one or multiple point(s) of view, and	133, 134, 135, 140, 142, 145, 146,
introducing a narrator and/or characters; create a smooth progression of	147, 158, 159, 160, 166, 167
experiences or events.	1, 1, 100, 100, 100, 100, 10
W.11.3b Use narrative techniques, such as dialogue, pacing, description,	SE/TWE: 84, 123, 124, 129, 130, 132,
reflection, and multiple plot lines, to develop experiences, events, and/or	
characters.	147, 158, 159, 160, 166, 167
	SE/TWE: 84, 123, 124, 129, 130, 132,
W.11.c Use a variety of techniques to sequence events so that they build	133, 134, 135, 140, 142, 145, 146,
on one another to create a coherent whole.	147, 158, 159, 160, 166, 167
W.11.3d Use precise words and phrases, telling details, and sensory	SE/TWE: 84, 123, 124, 129, 130, 132,
language to convey a vivid picture of the experiences, events, setting,	133, 134, 135, 140, 142, 145, 146,
and/or characters.	147, 158, 159, 160, 166, 167
	SE/TWE: 84, 123, 124, 129, 130, 132,
W.11.3e Provide a conclusion that follows from and reflects on what is	133, 134, 135, 140, 142, 145, 146,
experienced, observed, or resolved over the course of the narrative.	147, 158, 159, 160, 166, 167
Production and Distribution of Writir	
	ъ SE/TWE: 23, 97, 105, 113,
W 11.4 Produce clear and coherent writing in which the development	124, 127, 129, 130, 161, 183,
W.11.4 Produce clear and coherent writing in which the development,	
organization, and style are appropriate to task, purpose, and audience.	186, 187, 190, 197, 217, 234,
(Grade-specific expectations for writing types are defined in standards 1–3 above.)	242, 243, 249, 256, 274, 282,
	289, 290, 303, 305, 321, 356,
	368, 392, 400, 408
W.11.5 Develop and strengthen writing as needed by planning, revising,	SE/TWE: 23, 97, 105, 113,
editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)	124, 127, 129, 130, 161, 183,
	186, 187, 190, 197, 217, 234,
	242, 243, 249, 256, 274, 282,
	289, 290, 303, 305, 321, 356,
	368, 392, 400, 408

	SE/TWE: 23, 97, 105, 113,	
	124, 127, 129, 130, 161, 183,	
W.11.6 Use technology, including the Internet, to produce, publish, and	186, 187, 190, 197, 217, 234,	
update individual or shared writing products in response to ongoing	242, 243, 249, 256, 274, 282,	
feedback, including new arguments or information.	289, 290, 303, 305, 321, 356,	
	368, 392, 400, 408	
Research to Build and Present Knowle		
W.11.7 Conduct short as well as more sustained research projects to	SE/TWE: 22, 76, 77, 78, 107, 109,	
answer a question (including a self-generated question) or solve a	240, 241, 242, 243, 244, 329, 460	
problem; narrow or broaden the inquiry when appropriate; synthesize	,,,,,, .	
multiple sources on the subject, demonstrating understanding of the		
subject under investigation.		
W.11.8 Gather relevant information from multiple print and digital	SE/TWE: 22, 76, 77, 78, 107, 109,	
sources, using search terms effectively; assess the credibility and	240, 241, 242, 243, 244, 329, 460	
accuracy of each source; and quote or paraphrase the data and	,,,,,,	
conclusions of others while avoiding plagiarism and following a standard		
format for citation.		
W.11.9 Draw evidence from literary or informational texts to support	SE/TWE: 22, 76, 77, 78, 107, 109,	
analysis, reflection, and research.	240, 241, 242, 243, 244, 329, 460	
	SE/TWE: 22, 76, 77, 78, 107, 109,	
W.11.9a Apply grades 11–12 Reading standards to literature (e.g.,	240, 241, 242, 243, 244, 329, 460	
"Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth		
century foundational works of American literature, including how two or		
more texts from the same period treat similar themes or topics").		
	SE/TWE: 22, 76, 77, 78, 107, 109,	
W.11.9b Apply grades 11–12 Reading standards to literary nonfiction	240, 241, 242, 243, 244, 329, 460	
and/or informational texts (e.g., "Delineate and evaluate the reasoning in		
seminal U.S. texts, including the application of constitutional principles		
and use of legal reasoning [e.g., in U.S. Supreme Court Case majority		
opinions and dissents] and the premises, purposes, and arguments in		
works of public advocacy [e.g., The Federalist, presidential addresses]").		
Range of Writing		
W.11.10 Write routinely over extended time frames (time for research,	SE/TWE: 100, 110, 186, 194, 289,	
reflection, and revision) and shorter time frames (a single sitting or a day	298, 396, 404	
or two) for a range of tasks, purposes, and audiences.		
Mississippi English Language Arts Standards: Speakin	g and Listening » Grade 11	
Comprehension and Collaboration		
SL.11.1 Initiate and participate effectively in a range of collaborative	SE/TWE: 7, 20, 37, 54, 79, 94,	
discussions (one-onone, in groups, and teacher-led) with diverse partners	115, 180, 182, 192, 199, 217,	
on grades 11-12 topics, texts, and issues, building on others' ideas and	254, 283, 305, 320, 366, 393,	
expressing their own clearly and persuasively.	407	
SL.11.1a Come to discussions prepared, having read and researched	SE/TWE: 7, 20, 37, 54, 79, 94,	
material under study; explicitly draw on that preparation by referring to	115, 180, 182, 192, 199, 217,	
evidence from texts and other research on the topic or issue to stimulate	254, 283, 305, 320, 366, 393,	
a thoughtful, well-reasoned exchange of ideas.	407	

SL.11.1b Work with peers to set rules for collegial discussions and	SE/TWE: 235, 236, 237, 238, 239
decision-making (e.g., informal consensus, taking votes on key issues,	
presentation of alternate views), clear goals and deadlines, and individual	
roles as needed.	
SL.11.1c Propel conversations by posing and responding to questions that	SE/TWE: 534, 535, 536, 537
relate the current discussion to broader themes or larger ideas; actively	
incorporate others into the discussion; and clarify, verify, or challenge	
ideas and conclusions.	
SL.11.1d Respond thoughtfully to diverse perspectives, summarize points	SE/TWE: 7, 20, 37, 54, 79, 94,
of agreement and disagreement, and, when warranted, qualify or justify	115, 180, 182, 192, 199, 217,
their own views and understanding and make new connections in light of	254, 283, 305, 320, 366, 393,
the evidence and reasoning presented.	407
SL.11.2 Integrate multiple sources of information presented in diverse	SE/TWE: 476, 481, 482, 483, 496
media or formats (e.g., visually, quantitatively, orally) evaluating the	
credibility and accuracy of each source.	
SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence	SE/TWE: 486, 488, 491, 493
and rhetoric, identifying any fallacious reasoning or exaggerated or	
distorted evidence.	
Presentation of Knowledge and Idea	S
SL.11.4 Present information, findings, and supporting evidence clearly,	SE/TWE: 40, 58, 79, 149, 182,
concisely, and logically such that listeners can follow the line of reasoning	
and the organization, development, substance, and style are appropriate	338, 355, 393
to purpose, audience, and task.	
	SE/TWE: 40, 58, 79, 149, 182,
SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio,	217, 242, 254, 264, 283, 337,
visual, and interactive elements) in presentations to enhance	338, 355, 393
understanding of findings, reasoning, and evidence and to add interest.	
	SE/TWE: 40, 58, 79, 149, 182,
SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating	217, 242, 254, 264, 283, 337,
command of formal English when indicated or appropriate. (See grades	338, 355, 393
11-12 Language standards 1 and 3 for specific expectations.)	
Mississippi English Language Arts Standards: La	anguage » Grade 11
Conventions of Standard English	
	SE/TWE: 21, 101, 107, 109,
L.11.1 Demonstrate command of the conventions of standard English	181, 192, 217, 240, 242, 282,
grammar and usage when writing or speaking.	295, 320, 337, 338, 391, 402
	SE/TWE: 21, 101, 107, 109,
L.11.1a Apply the understanding that usage is a matter of convention, can	
change over time, and is sometimes contested.	295, 320, 337, 338, 391, 402
L.11.1b Resolve issues of complex or contested usage, consulting	SE/TWE: 21, 101, 107, 109,
references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's	
Modern American Usage) as needed.	295, 320, 337, 338, 391, 402
	SE/TWE: 21, 101, 107, 109,
L.11.2 Demonstrate command of the conventions of standard English	181, 192, 217, 240, 242, 282,
capitalization, punctuation, and spelling when writing.	295, 320, 337, 338, 391, 402
	233, 320, 337, 330, 331, 402

	SE/TWE: 21, 101, 107, 109,
	181, 192, 217, 240, 242, 282,
L.11.2a Observe hyphenation conventions.	295, 320, 337, 338, 391, 402
	SE/TWE: 21, 101, 107, 109,
	181, 192, 217, 240, 242, 282,
L.11.2.b Spell correctly.	295, 320, 337, 338, 391, 402
Knowledge of Language	255, 526, 557, 556, 551, 462
L.11.3 Apply knowledge of language to understand how language	SE/TWE: 38, 77, 107, 110,
functions in different contexts, to make effective choices for meaning or	127, 148, 168, 192, 242, 249,
style, and to comprehend more fully when reading or listening.	262, 267, 395
L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful	SE/TWE: 38, 77, 107, 110,
Sentences) for guidance as needed; when analyzing complex texts,	127, 148, 168, 192, 242, 249,
demonstrate an understanding of how syntax contributes to the purpose	262, 267, 395
or meaning of the text	202, 207, 333
Vocabulary Acquisituon and Use	
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11.4 Determine or clarify the meaning of unknown and multiple-	289, 299, 306, 308, 325, 327,
meaning words and phrases based on grades 11-12 reading and content,	336, 342, 344, 349, 357, 358,
choosing flexibly from a range of strategies.	359, 361, 372, 374, 396, 403
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11.4a Use context (e.g., the overall meaning of a sentence, paragraph,	289, 299, 306, 308, 325, 327,
or text; a word's position or function in a sentence) as a clue to the	336, 342, 344, 349, 357, 358,
meaning of a word or phrase.	359, 361, 372, 374, 396, 403
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.11.4b Identify and correctly use patterns of word changes that indicate	289, 299, 306, 308, 325, 327,
different meanings or parts of speech (e.g., conceive, conception,	336, 342, 344, 349, 357, 358,

SE/TWE: 8, 10, 26, 27, 29, 43, 45, 63, 65, 77, 84, 86, 100, 110, 116, 118, 134, 136, 154, 156, 170, 172, 175, 186, 200, 202, 222, 224, 247, 249, 269, 202, 222, 224, 247, 249, 269, 271, 273, 280, 286, 287, 288, 289, 299, 306, 308, 325, 327,         L.11.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the       SE/TWE: 8, 10, 26, 27, 29, 43, 45, 63, 65, 77, 84, 86, 100, 110, 116, 118, 134, 136, 154, 156, 170, 172, 175, 186, 200, 202, 222, 224, 247, 249, 269, 271, 273, 280, 286, 287, 288, 289, 299, 306, 308, 325, 327, 100, 100, 100, 100, 100, 100, 100, 10
L.11.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the
L.11.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the156, 170, 172, 175, 186, 200, 202, 222, 224, 247, 249, 269, 271, 273, 280, 286, 287, 288, 
L.11.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the202, 222, 224, 247, 249, 269, 271, 273, 280, 286, 287, 288, 289, 299, 306, 308, 325, 327,
L.11.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the271, 273, 280, 286, 287, 288, 289, 299, 306, 308, 325, 327,
dictionaries, glossaries, thesauruses), both print and digital, to find the 289, 299, 306, 308, 325, 327,
pronunciation of a word or determine or clarify its precise meaning, its 336, 342, 344, 349, 357, 358,
part of speech, its etymology, or its standard usage. 359, 361, 372, 374, 396, 403
SE/TWE: 8, 10, 26, 27, 29, 43,
45, 63, 65, 77, 84, 86, 100,
110, 116, 118, 134, 136, 154,
156, 170, 172, 175, 186, 200,
202, 222, 224, 247, 249, 269,
271, 273, 280, 286, 287, 288,
L.11.4d Verify the preliminary determination of the meaning of a word or 289, 299, 306, 308, 325, 327,
phrase (e.g., by checking the inferred meaning in context or in a 336, 342, 344, 349, 357, 358,
dictionary). 359, 361, 372, 374, 396, 403
SE/TWE: 15, 55, 164, 169,
L.11.5 Demonstrate understanding of figurative language, word 175, 209, 219, 220, 221, 255,
relationships, and nuances in word meanings. 266, 267, 302, 334, 340, 406
SE/TWE: 15, 55, 164, 169,
L.11.5a Interpret figures of speech (e.g., hyperbole, paradox) in context 175, 209, 219, 220, 221, 255,
and analyze their role in the text. 266, 267, 302, 334, 340, 406
SE/TWE: 15, 55, 164, 169,
L.11.5b Analyze nuances in the meaning of words with similar 175, 209, 219, 220, 221, 255,
denotations. 266, 267, 302, 334, 340, 406
SE/TWE: 8, 27, 43, 63, 84,
L.11.6 Acquire and use accurately general academic and domain-specific 100, 116, 134, 154, 170, 186,
words and phrases, sufficient for reading, writing, speaking, and listening 200, 222, 224, 247, 269, 271,
at the college and career readiness level; demonstrate independence in 280, 282, 289, 306, 325, 327,
gathering vocabulary knowledge when considering a word or phrase 342, 344, 349, 359, 372, 374,
important to comprehension or expression. 396

Connection: ELA to Mississippi ELA Standards Grades 6-12		
Mississippi English Language Arts Standards: Readir	ng Literature » Grade 12	
	ig Literature » Grade 12	
	SE/TWE: 10, 15, 45, 50, 118,	
	123, 132, 156, 159, 168, 169,	
what the text says explicitly as well as inferences drawn from the text,	187, 202, 208, 210, 234, 244,	
including determining where the text leaves matters uncertain.	245, 249, 253, 256, 257, 261,	
	308, 314, 323, 348, 357	
RL.12.2 Determine themes or central ideas of a text and analyze in detail	SE/TWE: 15, 51, 60, 61, 62,	
their development over the course of the text, including how details of a	132, 156, 159, 161, 168, 169,	
text interact and build on one another to produce a complex account;	172, 202, 219, 229, 233, 244,	
provide an accurate summary of the text based upon this analysis.	249, 253, 266, 267, 344, 348,	
provide an accurate summary of the text based upon this analysis.	361, 363, 370	
RL.12.3 Analyze the impact of the author's choices regarding how to	SE/TWE: 50, 62, 121, 123,	
develop and relate elements of a literary text (e.g., where a story is set,	132, 161, 172, 187, 202, 206,	
how the action is ordered, how the characters are introduced and	210, 223, 224, 234, 253, 255,	
developed).	257, 261, 308, 314, 322, 323,	
developed).	324	
Craft and Structure		
RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	SE/TWE: 518, 519, 536, 538	
,	SE/TWE: 479, 480, 481, 482	
specific parts of a text (e.g., the choice of where to begin or end a story,		
the choice to provide a comedic or tragic resolution) contribute to its		
overall structure and meaning as well as its aesthetic impact.		
RL.12.6 Analyze a case in which grasping a point of view requires	SE/TWE: 124, 206, 219, 220,	
distinguishing what is directly stated in a text from what is really meant	244, 257, 261, 268, 302, 366,	
(e.g., satire, sarcasm, irony, or understatement).	367, 371	
Integration of Knowledge and Ideas		
	SE/TWE: 25, 52, 54, 57, 60,	
RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g.,	131, 210, 213, 235, 239, 343,	
recorded or live production of a play or recorded novel or poetry),	350, 351	
evaluating how each version interprets the source text. (Include at least		
one play by Shakespeare and one play by an American dramatist.)		
RL.12.8 Not applicable to literature.		
RL.12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-	SE/TWE: 60, 126, 127, 131,	
twentieth century foundational works of American literature, including	162, 202, 208, 249, 256, 316,	
how two or more texts from the same period treat similar themes or	318	
topics.		
Range of Reading and Level of Text Comp	lexity	

Including stories, dramas, and poems, at the high end of the grades 12-CCR text complexity band independently and proficiently126, 183, 184, 185, 186, 187, 307, 308, 309, 310, 311, 351, 352, 361, 362, 363, 364, 387, 388Mississippi English Language Arts Standards: Reading Informational Text » Grade 12 Key Ideas and DetailsRI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525RI.12.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.SE/TWE: 7, 27, 55, 73, 78, 86,143, 167RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.SE/TWE: 7, 27, 55, 73, 78, 86,143, 167RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).SE.TWE: 179, 180, 181, 184, 185, 187		
Including stories, or amas, and poems, at the high end of the grades       308, 309, 310, 311, 351, 352, 361, 362, 363, 364, 387, 388         Mississippi English Language Arts Standards: Reading Informational Text » Grade 12         Key Ideas and Details         R1.2.1 Cite strong and thorough textual evidence to support analysis of including determining where the text leaves matters uncertain.         SET. Z. Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis, provide an accurate summary of the text based upon this analysis.         R1.12.1 Determine central ideas or a text and analyze in detail their development over the course of the text.       SE/TWE: 7, 27, 55, 73, 78, 86,143, 167         Now specific individuals, ideas, or events interact and develop over the course of the text.       SE/TWE: 179, 180, 181, 184, 185, 187         Now an author uses and refines the meaning of words and phrases as they are used in a text (ne.g., how Madison defines faction in Federalist No. 10).       SE/TWE: 151, 152, 153, 154, 155, 156         N1.2.5 Analyze and evaluate the effectiveness or the structure makes points clear, convincing, and engaging.       SE/TWE: 177, 178, 179, 180, 181, 184, 185, 189         R1.12.7 Integrate and evaluate the reasoning in seminal U.S. texts, including the application of constituting in seminal U.S. texts, educate and evaluate the reasoning in seminal U.S. texts, educate and evaluate the reasoning in seminal U.S. texts, educate and evaluate the reasoning in seminal U.S. texts, educate and evaluate the reasoning in seminal U.S. texts, educated and erfo	RL.12.10 By the end of grade 12, read and comprehend literature,	
L2-CCR text complexity band independently and protoclently       362, 363, 364, 387, 388         Mississippi English Language Arts Standards: Reading Informational Text » Grade 12         Key Ideas and Details         R1.2.1 Cite strong and thorough textual evidence to support analysis of including determining where the text leaves matters uncertain.         R1.2.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.       SE/TWE: 171, 172, 173, 174         R1.2.2 Determine central ideas or sequence of events and explain to wa pacific individuals, ideas, or events interact and develop over the course of the text.       SE/TWE: 7, 27, 55, 73, 78, 86,143, 167         R1.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).       SE/TWE: 151, 152, 153, 154, 155, 156         R1.2.5 Analyze and evaluate the effectiveness of the structure makes points clear, convincing, and engaging.       SE/TWE: 177, 178, 179, 180, 181, 184, 183, 184, 185, 189         R1.2.6 Determine an author's point of view or purpose in a text in words in order to address a question or solve a problem.       SE/TWE: 476, 481, 482, 483, 496         R1.2.8 Delineate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in	including stories, dramas, and poems, at the high end of the grades	
Mississippi English Language Arts Standards: Reading Informational Text » Grade 12           Key Ideas and Details           R1.2.1 Cite strong and thorough textual evideas consupport analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.         SE/TWE: 217, 218, 219 475, 487, 488, 479, 483, 484, 490, 492, 499, 500, 525           R1.2.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis, provide an accurate summary of the text based upon this analysis.         SE/TWE: 7, 27, 55, 73, 78, 86,143, 167           R1.2.3 Analyze a complex set of ideas or sequence of events and explain ow specific individuals, ideas, or events interact and develop over the course of the text.         SE/TWE: 7, 27, 55, 73, 78, 86,143, 167           R1.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).         SE/TWE: 171, 172, 173, 154, 155, 156           R1.2.4 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.         SE/TWE: 171, 172, 173, 174           R1.2.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	12–CCR text complexity band independently and proficiently	
Key Ideas and Details           R1.2.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.         52/           R1.2.2 Determine central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.         52/           R1.2.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.         52/           Caft and Structure         52/           R1.2.4 Determine the meaning of words and phrases as they are used in text, including figurative, connotative, and technical meaning; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).         52/           R1.2.5 Analyze and evaluate the effectiveness of the structure makes points clear, convincing, and engaging.         52/           R1.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.         52/           R1.2.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.         52/           R1.2.8 Delineate and evaluate	Nississioni English Lenguage Auto Ctandende, Deeding In	
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makes points clear, convincing, and engaging.RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.SE/TWE: 177, 178, 179, 180, 181, 183, 184, 185, 189Integration of Knowledge and IdeasRI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.SE/TWE: 476, 481, 482, 483, 496RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).SE/TWE: 75, 88, 89, 92, 94, 130, 141, 144, 146, 152, 274, 275, 279, 282, 283, 334, 383RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.SE/TWE: 75, 283, 334, 383	uses in his or her exposition or argument, including whether the structure	
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<ul> <li>in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</li> <li>RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> <li>RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.</li> </ul>	RI 12.7 Integrate and evaluate multiple sources of information presented	SE/TWE: 476, 481, 482, 483, 496
<ul> <li>words in order to address a question or solve a problem.</li> <li>RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</li> <li>RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.</li> </ul>		
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(e.g., The Federalist, presidential addresses).SE/TWE: 75, 88, 89, 92, 94, 130, 141, 144, 146, 152, 274, 130, 141, 144, 146, 152, 274, 275, 279, 282, 283, 334, 383RI.12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.SE/TWE: 75, 88, 89, 92, 94, 130, 141, 144, 146, 152, 274, 275, 279, 282, 283, 334, 383		
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their themes, purposes, and rhetorical features. Such documents might include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.		130, 141, 144, 146, 152, 274,
include The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.		275, 279, 282, 283, 334, 383
Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.		
Range of Reading and Level of Text Complexity		
	Range of Reading and Level of Text Comp	lexity

RI.12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12-CCR text complexity band independently	SE/TWE: 73, 74, 75, 122, 123, 124,
	1175 176 183 184 185 186 187
	307, 308, 309, 310, 311, 351, 352,
and proficiently.	361, 362, 363, 364, 387,388
Mississippi English Language Arts Standards:	Writing » Grade 12
Text Types and Purposes	
W.12.1 Write arguments to support claims in an analysis of substantive	SE/TWE: 98, 100, 107, 113, 114, 179,
topics or texts, using valid reasoning and relevant and sufficient evidence	212, 213, 217, 229, 233, 234
W.12.1a Introduce precise claim(s), distinguish the claim(s) from	SE/TWE: 98, 100, 107, 113, 114, 179,
alternate or opposing claims, and create an organization that establishes	212, 213, 217, 229, 233, 234
clear relationships among claim(s), counterclaims, reasons, and evidence.	
W.12.1b Develop claim(s) and counterclaims fairly and thoroughly,	SE/TWE: 98, 100, 107, 113, 114, 179,
supplying the most relevant evidence for each while pointing out the	212, 213, 217, 229, 233, 234
strengths and limitations of both in a manner that anticipates the	
audience's knowledge level, concerns, values, and possible biases.	
W.12.1c Use words, phrases, and clauses to link the major sections of the	SE/TWE: 98, 100, 107, 113, 114, 179,
text, create cohesion, and clarify the relationships between claim(s) and	212, 213, 217, 229, 233, 234
reasons, between reasons and evidence, and between claim(s) and	
counterclaims.	
W.12.1d Establish and maintain a formal style and objective tone while	SE/TWE: 98, 100, 107, 113, 114, 179,
attending to the norms and conventions of the discipline in which they	212, 213, 217, 229, 233, 234
are writing.	
W.12.1e Provide a concluding statement or section that follows from and	
supports the argument presented.	212, 213, 217, 229, 233, 234
W.12.2 Write informative/explanatory texts to examine a topic and	SE/TWE: 84, 123, 124, 129, 130, 132,
convey ideas, concepts, and information through the selection,	133, 134, 135, 140, 142, 145, 146,
organization, and analysis of relevant content.	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132,
W.12.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include	
formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia	
1101111411118 (C.g., 11Cauiligs), graphics (C.g., 11gui CS, 1apiCS), and 11uitilicula	133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167
when useful to aiding comprehension.	158, 159, 160, 167,
when useful to aiding comprehension. W.12.2b Develop the topic with well-chosen, relevant, and sufficient	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132,
when useful to aiding comprehension. W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146,
when useful to aiding comprehension. W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132,
when useful to aiding comprehension. W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
when useful to aiding comprehension. W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.12.2c Use appropriate and varied transitions to link the major sections	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132,
<ul> <li>when useful to aiding comprehension.</li> <li>W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>W.12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex</li> </ul>	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,
<ul> <li>when useful to aiding comprehension.</li> <li>W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>W.12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> </ul>	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146,
<ul> <li>when useful to aiding comprehension.</li> <li>W.12.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>W.12.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex</li> </ul>	158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167, SE/TWE: 84, 123, 124, 129, 130, 132, 133, 134, 135, 140, 142, 145, 146, 158, 159, 160, 167,

W.12.2e Establish and maintain a formal style and objective tone while	SE/TWE: 84, 123, 124, 129, 130, 132,	
attending to the norms and conventions of the discipline in which they	133, 134, 135, 140, 142, 145, 146,	
are writing.	158, 159, 160, 167,	
•	SE/TWE: 84, 123, 124, 129, 130, 132,	
supports the information or explanation presented (e.g., articulating	133, 134, 135, 140, 142, 145, 146,	
implications or the significance of the topic).	158, 159, 160, 167,	
W.12.3 Write narratives to develop real or imagined experiences or	SE/TWE: 84, 123, 124, 129, 130, 132,	
events using effective technique, relevant descriptive details, and well-	133, 134, 135, 140, 142, 145, 146,	
structured event sequences.	147, 158, 159, 160, 166, 167	
W.12.3a Engage and orient the reader by setting out a problem, situation,	SE/TWE: 84, 123, 124, 129, 130, 132,	
or observation, establishing one or multiple point(s) of view, and	133, 134, 135, 140, 142, 145, 146,	
introducing a narrator and/or characters; create a smooth progression of	147, 158, 159, 160, 166, 167	
experiences or events.		
W.12.3b Use narrative techniques, such as dialogue, pacing, description,	SE/TWE: 84, 123, 124, 129, 130, 132,	
reflection, and multiple plot lines, to develop experiences, events, and/or	133, 134, 135, 140, 142, 145, 146,	
characters.	147, 158, 159, 160, 166, 167	
	SE/TWE: 84, 123, 124, 129, 130, 132,	
W.12.c Use a variety of techniques to sequence events so that they build	133, 134, 135, 140, 142, 145, 146,	
on one another to create a coherent whole.	147, 158, 159, 160, 166, 167	
W.12.3d Use precise words and phrases, telling details, and sensory	SE/TWE: 84, 123, 124, 129, 130, 132,	
language to convey a vivid picture of the experiences, events, setting,	133, 134, 135, 140, 142, 145, 146,	
and/or characters.	147, 158, 159, 160, 166, 167	
	SE/TWE: 84, 123, 124, 129, 130, 132,	
W.12.3e Provide a conclusion that follows from and reflects on what is	133, 134, 135, 140, 142, 145, 146,	
experienced, observed, or resolved over the course of the narrative.	147, 158, 159, 160, 166, 167	
Production and Distribution of Writir		
W.12.4 Produce clear and coherent writing in which the development,	SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	
organization, and style are appropriate to task, purpose, and audience.	12, 88, 89	
(Grade-specific expectations for writing types are defined in standards		
1–3 above.)		
W.12.5 Develop and strengthen writing as needed by planning, revising,	SE/TWE: 21, 22, 56, 82, 100,	
editing, rewriting, or trying a new approach, focusing on addressing what	101, 111, 116, 127, 129, 134,	
is most significant for a specific purpose and audience. (Editing for	135, 157, 218, 225, 248, 262,	
conventions should demonstrate command of Language standards 1–3	279, 329, 356, 372, 447, 450,	
up to and including grades 11-12.)	451, 453	
W.12.6 Use technology, including the Internet, to produce, publish, and	SE/TWE: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11,	
update individual or shared writing products in response to ongoing	12, 88, 89	
feedback, including new arguments or information.	, _ , _ , _ ,	
Research to Build and Present Knowledge		
W.12.7 Conduct short as well as more sustained research projects to	SE/TWE: 22, 76, 77, 78, 107, 109,	
answer a question (including a self-generated question) or solve a	240, 241, 242, 243, 244, 329, 460	
problem; narrow or broaden the inquiry when appropriate; synthesize	, , , , ,	
multiple sources on the subject, demonstrating understanding of the		
subject under investigation.		
	L	

W.12.8 Gather relevant information from multiple print and digital	SE/TWE: 22, 76, 77, 78, 107, 109,
sources, using search terms effectively; assess the credibility and	240, 241, 242, 243, 244, 329, 460
accuracy of each source; and quote or paraphrase the data and	
conclusions of others while avoiding plagiarism and following a standard	
format for citation.	
W.12.9 Draw evidence from literary or informational texts to support	SE/TWE: 22, 76, 77, 78, 107, 109,
analysis, reflection, and research.	240, 241, 242, 243, 244, 329, 460
	SE/TWE: 189, 224, 225, 246,
W.12.9a Apply grades 11–12 Reading standards to literature (e.g.,	248, 249, 262, 297, 300, 315,
"Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth	350, 354, 369, 385, 390
century foundational works of American literature, including how two or	
more texts from the same period treat similar themes or topics").	
	SE/TWE: 189, 224, 225, 246,
W.12.9b Apply grades 11–12 Reading standards to literary nonfiction	248, 249, 262, 297, 300, 315,
and/or informational texts (e.g., "Delineate and evaluate the reasoning in	350, 354, 369, 385, 390
seminal U.S. texts, including the application of constitutional principles	
and use of legal reasoning [e.g., in U.S. Supreme Court Case majority	
opinions and dissents] and the premises, purposes, and arguments in	
works of public advocacy [e.g., The Federalist, presidential addresses]").	
	•
Range of Writing	
Range of Writing W.12.10 Write routinely over extended time frames (time for research,	SE/TWE: 105, 113, 222, 224, 333, 446
	SE/TWE: 105, 113, 222, 224, 333, 446
W.12.10 Write routinely over extended time frames (time for research,	SE/TWE: 105, 113, 222, 224, 333, 446
W.12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
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	SE/TWE: 476, 481, 482, 483, 496	
SL.12.2 Integrate multiple sources of information presented in diverse	,,	
formats and media (e.g., visually, quantitatively, orally) in order to make		
informed decisions and solve problems, evaluating the credibility and		
accuracy of each source and noting any discrepancies among the data.		
SL.12.3 Evaluate a speaker's point of view, reasoning, and use of evidence	SE/TWE: 486, 488, 491, 493	
and rhetoric, assessing the stance, premises, links among ideas, word		
choice, points of emphasis, and tone used.		
Presentation of Knowledge and Idea	s	
SL.12.4 Present information, findings, and supporting evidence clearly,	SE/TWE: 19, 41, 73, 110,	
concisely, and logically such that listeners can follow the line of reasoning	112, 156, 194, 195, 245, 279,	
and the organization, development, substance, and style are appropriate	350, 369, 392, 415	
to purpose, audience, and task.		
	SE/TWE: 19, 41, 73, 110,	
SL.12.5 Make strategic use of digital media (e.g., textual, graphical, audio,	112, 156, 194, 195, 245, 279,	
visual, and interactive elements) in presentations to enhance	350, 369, 392, 415	
understanding of findings, reasoning, and evidence and to add interest.		
	SE/TWE: 19, 41, 73, 110,	
SL.12.6 Adapt speech to a variety of contexts and tasks, demonstrating	112, 156, 194, 195, 245, 279,	
command of formal English when indicated or appropriate. (See grades	350, 369, 392, 415	
11-12 Language standards 1 and 3 for specific expectations.)		
Mississippi English Language Arts Standards: La	anguage » Grade 12	
Conventions of Standard English		
L.12.1 Demonstrate command of the conventions of standard English	SE/TWE: 111, 112, 332, 367, 390,	
grammar and usage when writing or speaking.	396, 453	
L.12.1a Apply the understanding that usage is a matter of convention, can	SE/TWE: 111, 112, 332, 367,	
change over time, and is sometimes contested.	390, 396, 453	
L.12.1b Resolve issues of complex or contested usage, consulting	SE/TWE: 111, 112, 332, 367,	
references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's	390, 396, 453	
Modern American Usage) as needed.		
L.12.2 Demonstrate command of the conventions of standard English	SE/TWE: 111, 112, 332, 367,	
capitalization, punctuation, and spelling when writing.	390, 396, 453	
	SE/TWE: 111, 112, 332, 367,	
L.12.2a Observe hyphenation conventions.	390, 396, 453	
	SE/TWE: 111, 112, 332, 367,	
L.12.2.b Spell correctly.	390, 396, 453	
Knowledge of Language		
L.12.3 Apply knowledge of language to understand how language	SE/TWE: 80, 111, 155, 180,	
functions in different contexts, to make effective choices for meaning or	220	
style, and to comprehend more fully when reading or listening.		
	SE/TWE: 80, 111, 155, 180,	
L.12.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful	JE/ TVVE. 60, 111, 133, 160,	
Sentences) for guidance as needed; when analyzing complex texts,	220	
Sentences) for guidance as needed; when analyzing complex texts, demonstrate an understanding of how syntax contributes to the purpose		
Sentences) for guidance as needed; when analyzing complex texts,		

	SE/TWE: 8, 10, 19, 27, 29,
	45, 47, 68, 69, 71, 73, 86, 88,
	120, 122, 139, 141, 163, 165,
	182, 184, 200, 202, 222, 236,
L.12.4 Determine or clarify the meaning of unknown and multiple-	238, 252, 254, 266, 283, 285,
meaning words and phrases based on grades 11-12 reading and content,	290, 305, 324, 338, 359, 374,
choosing flexibly from a range of strategies.	375, 399, 446
	SE/TWE: 8, 10, 19, 27, 29,
	45, 47, 68, 69, 71, 73, 86, 88,
	120, 122, 139, 141, 163, 165,
	182, 184, 200, 202, 222, 236,
L.12.4a Use context (e.g., the overall meaning of a sentence, paragraph,	238, 252, 254, 266, 283, 285,
or text; a word's position or function in a sentence) as a clue to the	290, 305, 324, 338, 359, 374,
meaning of a word or phrase.	375, 399, 446
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
	271, 273, 280, 286, 287, 288,
L.12.4b Identify and correctly use patterns of word changes that indicate	289, 299, 306, 308, 325, 327,
different meanings or parts of speech (e.g., conceive, conception,	336, 342, 344, 349, 357, 358,
conceivable).	359, 361, 372, 374, 396, 403
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
L.12.4c Consult general and specialized reference materials (e.g.,	271, 273, 280, 286, 287, 288,
dictionaries, glossaries, thesauruses), both print and digital, to find the	289, 299, 306, 308, 325, 327,
pronunciation of a word or determine or clarify its precise meaning, its	336, 342, 344, 349, 357, 358,
part of speech, its etymology, or its standard usage.	359, 361, 372, 374, 396, 403
	SE/TWE: 8, 10, 26, 27, 29, 43,
	45, 63, 65, 77, 84, 86, 100,
	110, 116, 118, 134, 136, 154,
	156, 170, 172, 175, 186, 200,
	202, 222, 224, 247, 249, 269,
L.12.4d Verify the preliminary determination of the meaning of a word or	271, 273, 280, 286, 287, 288,
phrase (e.g., by checking the inferred meaning in context or in a	289, 299, 306, 308, 325, 327,
dictionary).	336, 342, 344, 349, 357, 358, 359, 361, 372, 374, 396, 403
	359, 361, 372, 374, 396, 403 SE/TWE: 15, 55, 164, 169,
L.12.5 Demonstrate understanding of figurative language, word	175, 209, 219, 220, 221, 255,
relationships, and nuances in word meanings.	266, 267, 302, 334, 340, 406
	SE/TWE: 15, 55, 164, 169,
L.12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context	175, 209, 219, 220, 221, 255,
and analyze their role in the text.	266, 267, 302, 334, 340, 406
	200, 207, 302, 334, 340, 400

	SE/TWE: 15, 55, 164, 169,
L.12.5b Analyze nuances in the meaning of words with similar	175, 209, 219, 220, 221, 255,
denotations.	266, 267, 302, 334, 340, 406
	SE/TWE: 8, 27, 45, 86, 120,
L.12.6 Acquire and use accurately general academic and domain-specific	122, 139, 141, 163, 165, 182,
words and phrases, sufficient for reading, writing, speaking, and listening	184, 200, 202, 222, 236, 238,
at the college and career readiness level; demonstrate independence in	252, 254, 266, 283, 285, 290,
gathering vocabulary knowledge when considering a word or phrase	305, 324, 338, 359, 374, 375,
important to comprehension or expression.	399, 446