$\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: Mississippi College & Career Readiness Standards

Subject: Language Arts **Grade:** 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
THEME		English II Writing
SUBJECT		Writing
SUBJECT	EII.W.10.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
SUBJECT STANDARD OBJECTIVE	EII.W.10. 2. EII.W.10.2 a.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding
SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.W.10.2 a. EII.W.10.2 b.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
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SUBJECT STANDARD OBJECTIVE OBJECTIVE OBJECTIVE	EII.W.10.2 a. EII.W.10.2 b.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding comprehension. 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. Use precise language and domain@specific vocabulary to manage the complexity of the topic.

STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

THEME	English II
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SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1	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.

English II THEME

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SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	Ell.SL.10.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.

THEME English II

SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	EII.SL.10. 4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

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STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 ¹ 12.4.	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.)
STANDARD	HS- CW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 $\begin{array}{ccc} \text{OBJECTIVE} & \text{HS-} & \text{Spell correctly}. \\ & \text{CW.L.11} \mathbb{I} \end{array}$

12.2b.

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THEME	Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- DE.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,
	12.4.	development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Debate

DE.L.111 12.1a.

SUBJECT		Language
	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
THEME		Foundations of Journalism
THEME		Foundations of Journalism Develop journalistic writing skills.
	HS- FJ.3.g.	Develop journalistic writing skills.
SUBJECT	HS-	Develop journalistic writing skills. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9010.2a)
STANDARD	HS- FJ.3.g. HS- FJ.3.h.	Develop journalistic writing skills. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9II0.2a) Develop the topic with wellIchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic. (W.9II0.2b)
SUBJECT STANDARD STANDARD	HS-FJ.3.h.	Develop journalistic writing skills. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinction include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9\(\text{10.2a}\)) Develop the topic with well\(\text{\text{Conservation}}\) chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, other information and examples appropriate to the audience's knowledge of the topic. (W.9\(\text{

STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.110 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11II 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.

THEME		Oral Communication
SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onl one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.

OBJECTIVE HS- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and OC.SL.11 establish individual roles as needed.

12.1b.

OBJECTIVE HS- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing OC.SL.110 for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote 12.1c. divergent and creative perspectives.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1112.4.	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).
STANDARD	HS- AAW.RI.1 1112.5.	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.

THEME Survey of African American Writing

SUBJECT	Writing
STANDARD HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 [12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfagenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.

STANDARD	HS-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
	TCW.RI.1	whether the structure makes points clear, convincing, and engaging.
	1012.5.	

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain!specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

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STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11 I12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 112.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT

STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 10.2b.	Develop the topic with wellEchosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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.

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
THEME		English II
THEME		English II Writing
SUBJECT	EII.W.10.4	Writing
SUBJECT		Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
SUBJECT STANDARD OBJECTIVE	EII.W.10.5	Writing Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.W.10.5	Writing Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.W.10.5	Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
ТНЕМЕ		English II	
SUBJECT		Writing	
STANDARD		Range of Writing	
OBJECTIVE	EII.W.10.1 0.	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.	
НЕМЕ		English II	
SUBJECT		Speaking and Listening	
STANDARD		Comprehension and Collaboration	
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.	
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes o larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.	
НЕМЕ		English II	
SUBJECT		Speaking and Listening	
STANDARD		Presentation of Knowledge and Ideas	
OBJECTIVE	EII.SL.10. 4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task.	
HEME		English II	
SUBJECT		Language	
STANDARD		Conventions of Standard English	
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to	

 $\ writing \ or \ presentations.$

THEME	English II
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SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE

EII.L.10.6. Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11II 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT

STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.111 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

SUBJECT		Speaking and Listening
STANDARD	DE.SL.11	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.

OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- DE.L.111 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Debate

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.910.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
THEME		Mississippi Writers
SUBJECT		Writing

STANDARD	HS- MW.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.111 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

12.2a. multimedia when useful to aiding comprehension.

OC.W.111 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and

OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self]generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11 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.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME	Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)

STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE

HS-12.2d.

Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to TCW.W.11 manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.

THEME

Technical and Workplace Writing

SUBJECT	т	Writing							
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STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.				
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.				

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

BJECTIVE HS- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested TWW.L.11

THEME Technical and Workplace Writing

12.1a.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	112.6.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing				
STANDARD	HS- WL.W.9 10.2.	rite informative/explanatory texts to examine and convey complex ideas, concepts, and information learly and accurately through the effective selection, organization, and analysis of content.				
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.				
OBJECTIVE	HS- WL.W.9I 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.				
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.				

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)

HS- WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
HS- WL.W.91 10.10.	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.
	WL.W.9I 10.5. HS- WL.W.9I 10.6. HS- WL.W.9I 10.7. HS- WL.W.9I 10.8.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME	English II					
SUBJECT	Reading Literature					
STANDARD		Key Ideas and Details				
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.				
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.				
OBJECTIVE	EII.RL.10. 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.				
THEME		English II				
SUBJECT		Reading Literature				
STANDARD		Craft and Structure				
OBJECTIVE	EII.RL.10. 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).

OBJECTIVE	EII.RL.10. 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.					
THEME		English II					
SUBJECT		Reading Literature					
STANDARD		Range of Reading and Level of Text Complexity					
OBJECTIVE	Ell.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.					
THEME		English II					
SUBJECT		Writing					
STANDARD		Text Types and Purposes					
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.					
OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.					
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.					
OBJECTIVE	EII.W.10.3 c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.					
OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.					
OBJECTIVE	EII.W.10.3 e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.					
THEME		English II					
SUBJECT		Writing					
STANDARD		Production and Distribution of Writing					
OBJECTIVE	EII.W.10.4	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.)					
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)					
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.					
THEME		English II					
SUBJECT		Writing					
STANDARD		Range of Writing					

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EII.W.10.1 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.

THEME English II

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.

THEME English II

SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	EII.SL.10. 4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11II 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11	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.)

STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.111 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

12.1a.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME	Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization,
	12.4.	development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT	Language
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

HS-DE.L.11

12.1a.

THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 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.

Determine two or more themes or central ideas of a text and analyze their development over the course of the text,

MW.RL.11 including how they interact and build on one another to produce a complex account; provide an objective summary

STANDARD

HS-

12.2.

of the text.

STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 012.4.	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.
STANDARD	HS- MW.RL.11 012.5.	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.
STANDARD	HS- MW.RL.11 012.6.	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).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS- MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	OC.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.

STANDARD	HS- AAW.RL.1 1112.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 [12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.
STANDARD	HS- TCW.RL.1 1012.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 112.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 []12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE

HS- Provide a cor TCW.W.11 the narrative.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

12.3e.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT	Language
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE

HS-TWW.L.11 I12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).

STANDARD	HS- WL.RL.90 10.5.	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.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.91 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.9 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.90 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradell specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.9I 10.10.	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.

Mississippi College & Career Readiness Standards Language Arts

Grade $\mathbf{10}$ - Adopted: $\mathbf{2016}$

		English II
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
THEME		English II
SUBJECT		Writing
		Text Types and Purposes
STANDARD		Write narratives to develop real or imagined experiences or events using effective technique, well
OBJECTIVE	EII.W.10. 3.	chosen details, and well@structured event sequences.
	3.	

Ell.W.10.3 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE

C.

OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EII.W.10.3 e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	Ell.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English

OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- CW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

12.4a.

SUBJECT	Language
STANDARD	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE HS- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

CW.L.1111 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS- CW.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
THEME		Creative Writing	
SUBJECT		Language	
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
THEME		Debate	
SUBJECT		Writing	
STANDARD	HS- DE.W.110 12.4.	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.)	
STANDARD	HS- DE.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)	
STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
STANDARD	HS- DE.W.111 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.	
THEME		Debate	
SUBJECT		Speaking and Listening	
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.	
OBJECTIVE	HS- DE.SL.111 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
OBJECTIVE	HS- DE.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	
THEME		Debate	
SUBJECT		Language	
STANDARD			

OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	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.
STANDARD	HS- MW.RL.11 I12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

12.3.

STANDARD	HS- MW.RL.11 012.4.	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.
STANDARD	HS- MW.RL.11 112.5.	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.
STANDARD	HS- MW.RL.11 [12.6.	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).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11I 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- MW.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.111 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 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.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1112.1.	Initiate and participate effectively in a range of collaborative discussions (one-onl one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11I 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.
STANDARD	HS- AAW.RL.1 1012.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT	Writing	
CODOLOI	wiiting	

STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1112.5.	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.
STANDARD	HS- TCW.RL.1 1112.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)

STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

12.4a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) TWW.L.11 as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	TWW.L.11	context or in a dictionary).
	12.4d.	

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

THEME		World Ellerature
SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.90 10.5.	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.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.9I 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.91 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.9I 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.91 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.9I 10.10.	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.

UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II

Reading Informational Text

STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 f.	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).
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	warranted, qualify or justify their own views and understanding and make new connections in light of the evidence
		and reasoning presented.
THEME		English II
THEME		
		English II
SUBJECT	Ell.SL.10. 4.	English II Speaking and Listening
SUBJECT		English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose,
SUBJECT STANDARD OBJECTIVE		English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task.
SUBJECT STANDARD OBJECTIVE THEME		English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task. English II
SUBJECT STANDARD OBJECTIVE THEME SUBJECT		English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task. English II Language
SUBJECT STANDARD OBJECTIVE THEME SUBJECT STANDARD	4. EII.L.10.	English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task. English II Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
SUBJECT STANDARD OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	EII.L.10. 1.	English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task. English II Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to
SUBJECT STANDARD OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.L.10. 1.	English II Speaking and Listening Presentation of Knowledge and Ideas Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organizations, development, substance, and style are appropriate to purpose, audience, and task. English II Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

EII.L.10. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE

OBJECTIVE	EII.L.10.2	Spell correctly
	C.	

THEME	Enalish II
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SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	Ell.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- CW.L.11II 12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

UBJECT

STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11II 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening
	DE.SL.11	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	HS- DE.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11II 12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS-	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

DE.L.111 12.1a.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 ^[] 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.11 12.5.	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.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.111 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	OC.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-onll one, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-	Come to discussions prepared, having read and researched material under study; explicitly draw on that

DBJECTIVE HS- Come to discussions prepared, having read and researched material under study; explicitly draw on that OC.SL.11 preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, 12.1a. well@reasoned exchange of ideas.

OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.11 I12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 112.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE

HS-12.2f.

Provide a concluding statement or section that follows from and supports the information or explanation presented $\label{eq:AAW.W.11} \ \ \text{(e.g., articulating implications or the significance of the topic)}.$

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT

STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1112.5.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	HS- TWW.L.11 I12.1a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11 12.2b.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.90 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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.9 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME Eng	ılish II	
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SUBJECT	Reading Informational Text
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STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	Ell.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS-	Spell correctly.
	CW.L.11	
	12.2b.	

eative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT

SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism

 $\label{eq:continuous_problem} \textbf{Develop skills in gathering and evaluating information.}$

STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9 10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9010.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.111 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

 $MW.W.11 \verb||| \quad \text{precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and include formatting (e.g., headings), graphics (e.g., figures, tables), and the figures of the figu$

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete

12.2a. multimedia when useful to aiding comprehension.

OBJECTIVE

HS-

12.2b.

OBJECTIVE	HS-	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to
	MW.W.11	manage the complexity of the topic.
	12.2d.	

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT	Writing		
SUBJECT	Writing		

STANDARD	HS- OC.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.110 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.

THEME Survey of African American Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 [12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.

STANDARD	HS-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including
	TCW.RI.1	whether the structure makes points clear, convincing, and engaging.
	1012.5.	

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain!specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

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STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1112.4.	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).
STANDARD	HS- TWW.RI.1 1112.5.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- T WW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.

OBJECTIVE

HS-WL.W.9 10.2d. Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME

World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.90 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.90 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.90 10.10.	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.

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME	English II
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SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.

THEME	Enalish II

SUBJECT	Reading Informational Text
STANDARD	Craft and Structure

OBJECTIVE	EII.RI.10.4	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)	

THEME	Enalish II
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SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME English II

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT	١	Writing
STANDARD	ı	Range of Writing

OBJECTIVE EII.W.10.1 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.

THEME	English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language	
STANDARD		ocabulary Acquisition and Use	
OBJECTIVE	EII.L.10. 4.	etermine or clarify the meaning of unknown and multiple meaning words and phrases based on rades 9–10 reading and content, choosing flexibly from a range of strategies.	
OBJECTIVE	EII.L.10.4 a.	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.	
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE EII.L.10.

EII.L.10.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ative	Writing
	ative

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II	Spell correctly.

THEME Creative Writing

SUBJECT		Language	
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
OBJECTIVE	HS- CW.L.110 12.4a.	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.	
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

THEME Creative Writing

SUBJECT		Language	
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

THEME	Debate

STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE HS- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
DE.L.1111 as a clue to the meaning of a word or phrase.
12.4a.

DEL111 12.4.d. THEME Debate SUBJECT Language STANDARD HS- DEL111 22.d. Acquire and use accurately general academic and domain/specific words and phases, sufficient for reading, with pasking, and fishing at the college and career readiness level; demonstrate independence in gathering 22.6. Vicuobilary involvedge when considering a word or phase important to comprehension of expression. THEME Foundations of Journalism Develop skills in gathering and evaluating information. Determine a theme or central idea of a text and analyze in detail its development over the course of the text. (RE. 910.2) STANDARD HS- Determine a central idea of a text and analyze is development over the course of the text. (RE. 910.2) STANDARD HS- Determine a central idea of a text and analyze is development over the course of the text. (RE. 910.2) THEME Foundations of Journalism SUBJECT Develop journalistic writing skills. STANDARD HS- Foundations of Journalism SUBJECT Develop journalistic writing skills. STANDARD HS- Develop iournalistic writing skills. STANDARD HS- Develop the topic regarize complex ideas, concepts, and information to make important connections and distinct include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9110.2a) STANDARD HS- F3.3h. Develop the topic with wellichosen, relevant, and sufficient facts, extended definitions, concrete details, quotation of their information made examples appropriate to the audience's knowledge of the topic, (W.9510.2b) STANDARD HS-F331. Gather relevant information from multiple authoritative print and digital sources, using advanced earches effective information into the livit information into the livit information into the livit information into the livit selectively to maintain the flow of ideas, avoiding plagarism and tollowing a standard format for citation (W.9510.2b) THEME Mississippi Writers STANDARD HS- Determine two or more central ideas of a text and analyze their de			
SUBJECT Language Acquire and use accurately general academic and domaintspecific words and phrases, sufficient for reading, with DEL11t 12.6. Speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. THEME Foundations of Journalism SUBJECT Determine a therme 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 objective summary of the text (RL-9.10.2) STANDARD HS- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (RL-9.10.2) THEME Foundations of Journalism SUBJECT Develop journalistic writing skills. STANDARD HS- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinct include formating (e.g headings), graphics (e.g., figures, tables), and multimedia when useful to adding comprehension, (W.99.10.2a) STANDARD HS- Develop the topic with well-Chosen, relevant, and sufficient facts, extended definitions, concrete details, quotation of other information and examples appropriate to the audience's knowledge of the tupic, (W.99.10.2b) STANDARD HS-FJ331. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effective selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation, (W.910.2b) THEME Mississippi Writers SUBJECT Reading Informational Text STANDARD HS- Determine two or more certeal ideas of a text and analyze their development over the course of the text including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text selectively to maintain the flow of ideas or sequence	OBJECTIVE	DE.L.11	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD HS- Determine a fluence or central idea of a text and analyze in detail is development over the course of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the product of the text, including how it emerging the text of the text, including how it include formation of the text of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary	THEME		Debate
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	STANDARD	MW.RI.11	technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a
THEME Mississippi Writers	THEME		Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.11 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

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STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11[12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

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STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

12.2b.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	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.)
STANDARD	HS- WL.W.9I 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.90 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.9I 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME	English II	

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.

THEME English II

SUBJECT	Reading Literature			
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STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
ГНЕМЕ		English II
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
ГНЕМЕ		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EII.W.10.3 c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
ГНЕМЕ		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ГНЕМЕ		English II
SUBJECT		Writing
		Research to Build and Present Knowledge

OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.
THEME		English II
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	Ell.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME	English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.

OBJECTIVE	EII.L.10.4	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	d.	context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 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.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.110 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11II 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	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.)
STANDARD	HS- DE.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
ТНЕМЕ		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9010.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature

STANDARD	HS- MW.RL.11 112.1.	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.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.11	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	MW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
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THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 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.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.

STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1112.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 112.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	TCW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	1112.10.	

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 012.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.9II 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.91 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)

STANDARD	HS- WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.91 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.

English II THEME

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).

English II THEME

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.

OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ГНЕМЕ		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME E	nglish II
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SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	Ell.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- CW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11 12.4a.	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.
OBJECTIVE	HS- CW.L.111 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

12.2b.

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- DE.W.11II 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9 10.2b)
STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9110.2c)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
ТНЕМЕ		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.111 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.
ТНЕМЕ		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- MW.W.111 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.110 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	HS-	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to
	OC.W.11	manage the complexity of the topic.
	12.2d	

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).

THEME Survey of African American Writing

12.2b.

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- AAW.W.11 I12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- AAW.W.11	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.

THEME Survey of Twentieth Century Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which TCW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- TCW.W.11 012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- TCW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).

THEME Technical and Workplace Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11

12.2b.

THEME **Technical and Workplace Writing**

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9 10.10.	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120

		Mississippi College & Career Readiness Standards Language Arts Grade 10 - Adopted: 2016
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.

OBJECTIVE EII.W.10.2 Use precise language and domain specific vocabulary to manage the complexity of the topic.

other information and examples appropriate to the audience's knowledge of the topic.

Ell.W.10.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

OBJECTIVE

THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ТНЕМЕ		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes o larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10.	Respond thoughtfully to diverse perspectives, summarize points 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.

and reasoning presented.

THEME	English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE EII.L.10.

EII.L.10.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SUBJECT		Writing
STANDARD	HS- CW.W.11 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

Speaking and Listening

STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)

STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9010.2)
STANDARD	HS-FJ.2.f.	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. (RI.11112.7)

THEME **Foundations of Journalism**

SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9010.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME Mississippi Writers

12.2a.

SUBJECT		Writing
STANDARD		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

OBJECTIVE

 $Introduce\ a\ topic; or ganize\ complex\ ideas, concepts, and\ information\ so\ that\ each\ new\ element\ builds\ on\ that\ which$ MW.W.111 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- MW.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.111 12.4.	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.)
STANDARD	HS- OC.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1112.5.	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.
STANDARD	HS- AAW.RI.1 1112.7.	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.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 [12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT	Writing	
SUBJECT	Writing	

STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME Technical and Workplace Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11 012.2b.

THEME Technical and Workplace Writing

STANDARD	HS- TWW.L.1 1112.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138

Mississippi College & Career Readiness Standards

		Mississippi College & Career Readiness Standards Language Arts Grade 10 - Adopted: 2016
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

clearly and accurately through the effective selection, organization, and analysis of content. **OBJECTIVE** Ell.W.10.2 Introduce a topic; organize complex ideas, concepts, and information to make important connections and a. distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **OBJECTIVE** Ell.W.10.2 Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or b. other information and examples appropriate to the audience's knowledge of the topic.

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 $\textbf{EII.W.10.2} \quad \textbf{Use precise language and domain} \\ \textbf{Specific vocabulary to manage the complexity of the topic.} \\$

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English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME

English II

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME

English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1	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.

THEME

English II

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SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME

English II

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Language

STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

STANDARD HS- DE.W.11 12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information effective selection, organization, and analysis of content.	SUBJECT		Writing
	STANDARD	DE.W.11	

OBJECTIVE HS- Introdu DE.W.110 precedents 12.2a. multim

HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which DE.W.11II precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.11	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.910.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11	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.

12.3.

STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a MW.W.11 single sitting or a day or two) for a range of tasks, purposes, and audiences.

12.10.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Survey of African American Writing

STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1112.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1112.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME

Technical and Workplace Writing

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STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

OBJECTIVE

THEME

Spell correctly.

TWW.L.11 12.2b.

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9 10.10.	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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

		Mississippi College & Career Readiness Standards
		Language Arts
		Grade 10 - Adopted: 2016
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	Ell.Rl.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.

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THEME

Ell.W.10.2 Use precise language and domain specific vocabulary to manage the complexity of the topic.

English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME

English II

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME

English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.

THEME

English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to

THEME

English II

SUBJECT	Language

STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME	Fundink II
THEME	Enalish II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- CW.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

STANDARD HS- DE.W.11 12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information effective selection, organization, and analysis of content.	SUBJECT		Writing
	STANDARD	DE.W.11	

OBJECTIVE HS-DE.W.1 12.2a.

HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which DE.W.11II precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.111 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11 12.7)
ТНЕМЕ		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	Develop the topic with well@chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o other information and examples appropriate to the audience's knowledge of the topic. (W.9@10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.910.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text
STANDARD	HS-	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interaction over the course of the text

 $\ensuremath{\mathsf{MW.RI.11}}\xspace$ and develop over the course of the text.

12.3.

STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD HS- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a MW.W.11 single sitting or a day or two) for a range of tasks, purposes, and audiences.

12.10.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Survey of African American Writing

STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1112.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1112.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME

Technical and Workplace Writing

JBJECT

STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 [12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	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.)
STANDARD	HS- WL.W.9I 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.90 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 f.	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).

THEME	English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME English II

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	Ell.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

B.J			

Ell.L.10.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT

STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11I 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT	Language
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.11 112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.110 12.2f.	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).

SUBJECT

Writing

STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.111 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)

STANDARD	HS- OC.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

12.2b.

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9II 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.9I 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).

THEME World Literature

SUBJECT	Mriting	
SUBJECT	Writing	

STANDARD	HS- WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.91 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).

OBJECTIVE	EII.RL.10. 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.
HEME		English II
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
HEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EII.W.10.3 c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
HEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
HEME		English II
SUBJECT		Writing
		Range of Writing

THEME	English I

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11II 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Creative Writing

		Wr	SUBJECT
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STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.111 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.111 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)

STANDARD	HS- DE.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.111 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.

THEME Debate

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.111 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiplelmeaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.1111 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	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.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 012.4.	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.
STANDARD	HS- MW.RL.11 I12.5.	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.
STANDARD	HS- MW.RL.11 I12.6.	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).
STANDARD	HS- MW.RL.11 I12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.111 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11II 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD

HS-12.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ${\tt OC.W.111} \quad \text{single sitting or a day or two) for a range of tasks, purposes, and audiences.}$

THEME

Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.
STANDARD	HS- AAW.RL.1 1012.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.
STANDARD	HS- TCW.RL.1 1012.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT	Writing
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STANDARD	HS- TCW.W.1 1112.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 012.2b.	Spell correctly.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 112.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.90 10.5.	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.

STANDARD HS- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9:10
WL.RL.9: text complexity band proficiently, with scaffolding as needed at the high end of the range.
10.10.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.91 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.91 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.9I 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.9I 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME	English II
SUBJECT	Reading Literature
STANDARD	Key Ideas and Details

OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
ТНЕМЕ		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).

		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
OBJECTIVE	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ТНЕМЕ	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II
THEME	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II Language
THEME SUBJECT STANDARD	b.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
THEME SUBJECT STANDARD OBJECTIVE	EII.L.10.3 a.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for
THEME SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.L.10.3 a.	(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. English II Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

EII.L.10. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE

4.

OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT

STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	CW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6.	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)

STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	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.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 012.4.	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.
STANDARD	HS- MW.RL.11 012.5.	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.
STANDARD	HS- MW.RL.11 012.6.	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).
STANDARD	HS- MW.RL.11 I12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
ТНЕМЕ		Mississippi Writers

STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME

Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.111 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- OC.W.11I 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.
STANDARD	HS- AAW.RL.1 1012.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).

STANDARD	HS- AAW.RI.1 1012.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.

STANDARD	HS- TCW.RL.1 1012.6.	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).
STANDARD	HS- TCW.RL.1 1112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Technical and Workplace Writing

eading Informational Text	SUBJECT
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STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1112.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1112.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11 []12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.91 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.91 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.91 10.5.	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.
STANDARD	HS- WL.RL.9I 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9110 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.4.	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.)
STANDARD	HS- WL.W.9 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.90 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
THEME		English II Writing
SUBJECT	EII.W.10. 2.	Writing
SUBJECT	2.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
SUBJECT STANDARD OBJECTIVE	2. EII.W.10.2 a.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding
SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.W.10.2 a. EII.W.10.2 b.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
SUBJECT STANDARD OBJECTIVE OBJECTIVE	EII.W.10.2 a. EII.W.10.2 b.	Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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 when useful to aiding comprehension. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the

THEME

English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

SUBJECT	Writing
STANDARD	Range of Writing

THEME	English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

C.

THEME	English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

 $vocabulary \ knowledge \ when \ considering \ a \ word \ or \ phrase \ important \ to \ comprehension \ or \ expression.$

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.111 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

12.2b.

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11I 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

STANDARD HS- Determine a tentral 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 objective summary of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, (RL910.2) STANDARD HS- F3.2c. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text, (RL910.2) STANDARD HS-F3.21. 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, (RL1E12.7) THEME Foundations of Journalism Develop journalistic writing skills. STANDARD HS- F3.3g. introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formating (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to adding comprehension, (W.910.2a) STANDARD HS- F3.3h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or offer information and examples appropriate to the audience's knowledge of the topic. (W.910.2b) STANDARD HS-F3.3i. Use appropriate and varied transitions to link the major sections of the text create cohesion, and clarify the relationships among complex ideas and concepts. (W.910.2c			
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	STANDARD	HS-FJ.3.l.	assess the usefulness of each source in answering the research question; integrate information into the text
SUBJECT Reading Informational Text	THEME		Mississippi Writers
	SUBJECT		Reading Informational Text

STANDARD	HS- MW.RI.110 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)

STANDARD	HS- MW.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)

STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.110 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1112.4.	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).
STANDARD	HS- AAW.RI.1 1112.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 012.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 012.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	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.

STANDARD	HS- TCW.RI.1 1112.4.	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.
STANDARD	HS- TCW.RI.1 1112.5.	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.
STANDARD	HS- TCW.RI.1 1112.7.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 [12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfagenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11

10000.L.1

THEME Technical and Workplace Writing

SUBJECT	Language
STANDARD	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)

HS- WL.W.9 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
HS- WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
HS- WL.W.9I 10.10.	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.
	WL.W.9I 10.6. HS- WL.W.9I 10.7. HS- WL.W.9I 10.8.

UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174

Mississippi College & Career Readiness Standards Language Arts Grade 10 - Adopted: 2016		
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Ell.W.10.1 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.

OBJECTIVE

a.

OBJECTIVE	EII.W.10.1 b.	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
OBJECTIVE	EII.W.10.1 c.	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.
OBJECTIVE	EII.W.10.1 d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EII.W.10.1 e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME	English II

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME English II

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT

STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

OBJECTIVE

Ell.L.10.6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME **Creative Writing**

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 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.

THEME **Creative Writing**

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME **Creative Writing**

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE

HS-12.4a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) CW.L.111 as a clue to the meaning of a word or phrase.

OBJECTIVE H		
C	HS- :W.L.110 2.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME	C	Creative Writing
SUBJECT		Language
CI	W.L.11	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ТНЕМЕ		Debate
SUBJECT		Writing
D	HS- DE.W.11 2.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
D	HS- E.W.110 2.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
D	HS- PE.W.11II 2.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
DI	HS- E.W.11II 2.1c.	Use words, phrases, and clauses as well as varied syntax 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.
D	HS- PE.W.110 2.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
D	HS- PE.W.110 2.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME		Debate
SUBJECT		Writing
D	HS- DE.W.11 2.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
D	HS- PE.W.11II 2.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
THEME		Debate
SUBJECT		Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

DE.W.11 purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)

STANDARD

HS-

12.4.

STANDARD	HS- DE.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.111 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11012.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.b.	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. (W.9110.1a)
STANDARD	HS- FJ.3.c.	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. (W.9110.1b)
STANDARD	HS- FJ.3.d.	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. (W.91 10.1c)
STANDARD	HS- FJ.3.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9010.1d)
STANDARD	HS- FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.111 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.

STANDARD

HS-

12.7.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, $MW.RI.11\mathbb{I} \quad \text{quantitatively) as well as in words in order to address a question or solve a problem.}$

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- MW.W.110 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- MW.W.111 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- MW.W.111 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- MW.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME

12.2e.

Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.111 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- OC.W.11II 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- OC.W.11II 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- OC.W.11II 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- OC.W.11I 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.110 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

12.2e.

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1012.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

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STANDARD	HS- AAW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- AAW.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.11 012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- AAW.W.11 112.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- AAW.W.11 012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 [12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TCW.W.11 I12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TCW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TCW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TCW.W.11 I12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE

HS-TCW.W.11 I12.1e.

 $Provide \ a \ concluding \ statement \ or \ section \ that \ follows \ from \ and \ supports \ the \ argument \ presented.$

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 112.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.

STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1112.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TWW.W.1 1012.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TWW.W.1 1012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TWW.W.1 1012.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TWW.W.1 1012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

THEME

Technical and Workplace Writing

SUBJECT

STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT Language	
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STANDARD	HS-	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,
	TWW.L.11	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
	12.6 .	vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.9[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.
OBJECTIVE	HS- WL.W.91 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9I 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.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	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.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)

STANDARD	HS- WL.W.9 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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.

		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Mississippi College & Career Readiness Standards
		Language Arts
		Grade 10 - Adopted: 2016
ТНЕМЕ		English II
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.
THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	EII.W.10.1	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization the

 $establishes\ clear\ relationships\ among\ claim (s),\ counterclaims,\ reasons,\ and\ evidence.$ a.

OBJECTIVE	EII.W.10.1 b.	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
OBJECTIVE	EII.W.10.1 c.	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.
OBJECTIVE	EII.W.10.1 d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EII.W.10.1 e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME	English II
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SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EII.W.10.2 f.	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).

THEME English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

THEME English II

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STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.
THEME		English II
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
THEME		English II
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering yocabulary knowledge when considering a word or phrase important to comprehension or expression

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT	Language
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS-	Spell correctly.
	CW.L.11	
	12.2b.	

eative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- DE.W.11II 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- DE.W.11II 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- DE.W.11II 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- DE.W.11II 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.11I 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Debate

SUBJECT

STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11II 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.110 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT	Language		

STANDARD	HS- DE.L.110 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11II 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.b.	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. (W.9010.1a)
STANDARD	HS- FJ.3.c.	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. (W.9010.1b)

STANDARD	HS- FJ.3.d.	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. (W.91) 10.1c)
STANDARD	HS- FJ.3.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9010.1d)
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.910.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS- FJ.3.k.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9-10.2e)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.910.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11II 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.11II 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.
STANDARD	HS- MW.RI.11II 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.
STANDARD	HS- MW.RI.11II 12.5.	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.
STANDARD	HS- MW.RI.11 ^[] 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.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from

DBJECTIVE HS- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from MW.W.11 alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

OBJECTIVE	HS- MW.W.111 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- MW.W.110 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- MW.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- OC.W.110 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- OC.W.110 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- OC.W.110 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- OC.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.11II 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and

12.2a. multimedia when useful to aiding comprehension.

OBJECTIVE	HS- OC.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.11 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- OC.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11I 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.110 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.

STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.
STANDARD	HS- AAW.RI.1 1112.7.	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.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- AAW.W.11 112.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.11 112.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- AAW.W.11 112.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- AAW.W.11 112.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 I12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- AAW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 [12.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1112.4.	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.)
STANDARD	HS- AAW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

Survey of Twentieth Century Writing

THEME

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1012.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.

STANDARD	HS- TCW.RI.1 1012.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TCW.W.11 I12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TCW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TCW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TCW.W.11 []12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 I12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS- TCW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 012.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).

STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TWW.W.1 1012.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TWW.W.1 1012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TWW.W.1 1012.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TWW.W.1 1012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS- TWW.W.1 1012.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a self@generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

TWW.L.11 12.2b.

THEME Technical and Workplace Writing

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.

OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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.

UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188

Mississippi College & Career Readiness Standards Language Arts Grade 10 - Adopted: 2016

THEME	English II
SUBJECT	Reading Informational Text
STANDARD	Key Ideas and Details

OBJECTIVE	EII.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.
OBJECTIVE	EII.RI.10.2	Determine the 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.
OBJECTIVE	EII.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.

THEME English II

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).

THEME English II

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	EII.W.10.1 a.	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.
OBJECTIVE	EII.W.10.1 b.	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
OBJECTIVE	EII.W.10.1 c.	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.
OBJECTIVE	EII.W.10.1 d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EII.W.10.1 e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME English II

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	Ell.W.10.2 a.	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 when useful to aiding comprehension.

OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	EII.W.10.2 f.	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).
ТНЕМЕ		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

English II THEME

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.7	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

THEME English II

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

0. single sitting or a day or two) for a range of tasks, purposes, and audiences.

THEME	English II
SUBJECT	Language
STANDARD	Conventions of Standard English

OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering

 $vocabulary \ knowledge \ when \ considering \ a \ word \ or \ phrase \ important \ to \ comprehension \ or \ expression.$

THEME Creative Writing

SUBJECT Writing			
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STANDARD	HS- CW.W.11I 12.4.	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.)
STANDARD	HS- CW.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- CW.W.110 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT	Language	
	33	

STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- DE.W.110 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- DE.W.110 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- DE.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- DE.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- DE.W.11I 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11I 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

OBJECTIVE

HS-12.2f.

Provide a concluding statement or section that follows from and supports the information or explanation presented DE.W.111 (e.g., articulating implications or the significance of the topic).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- DE.W.111 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.11	Spell correctly.

THEME Debate

12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE

HS-DE.L.11 12.4a.

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.

OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9110.2)
STANDARD	HS-FJ.2.f.	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. (RI.11112.7)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.b.	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. (W.9110.1a)
STANDARD	HS- FJ.3.c.	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. (W.9110.1b)
STANDARD	HS- FJ.3.d.	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. (W.91 10.1c)
STANDARD	HS- FJ.3.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (W.9010.1d)
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension (W.9II.0.2a)

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.9110.2b)

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the

comprehension. (W.9110.2a)

discipline in which they are writing. (W.9-10.2e)

STANDARD

STANDARD

HS-

FJ.3.h.

HS-

FJ.3.k.

STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
		assess the usefulness of each source in answering the research question; integrate information into the text
		selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9010.8)

THEME Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.11 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 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.
STANDARD	HS- MW.RI.110 12.5.	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.
STANDARD	HS- MW.RI.110 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.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- MW.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- MW.W.11I 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- MW.W.11 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- MW.W.11I 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.111 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11I 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.111 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.111 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- MW.W.11 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- OC.W.11 12.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- OC.W.110 12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- OC.W.110 12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- OC.W.110 12.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11II 12.7.	Conduct short as well as more sustained research projects to answer a question (including a selfligenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- OC.W.11II 12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- OC.W.11I 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- AAW.RI.1 1112.3.	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.
STANDARD	HS- AAW.RI.1 1012.4.	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).
STANDARD	HS- AAW.RI.1 1012.5.	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.
STANDARD	HS- AAW.RI.1 1012.7.	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.

THEME Survey of African American Writing

SUBJECT		Writing
	HS- AAW.W.1 1112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS- AAW.W.11 112.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- AAW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- AAW.W.11 012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 [12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 112.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 112.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 112.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)

STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- AAW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1112.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TCW.RI.1 1112.3.	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.
STANDARD	HS- TCW.RI.1 1012.4.	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.
STANDARD	HS- TCW.RI.1 1112.5.	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.
STANDARD	HS- TCW.RI.1 1012.7.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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OBJECTIVE HS- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from TCW.W.11 alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

OBJECTIVE	HS- TCW.W.11 I12.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
OBJECTIVE	HS- TCW.W.11 I12.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TCW.W.11 012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)

STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TCW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TCW.W.1 1012.10.	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.

Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1012.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
STANDARD	HS- TWW.RI.1 1012.3.	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.
STANDARD	HS- TWW.RI.1 1012.4.	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).
STANDARD	HS- TWW.RI.1 1012.5.	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.
STANDARD	HS- TWW.RI.1 1012.7.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- TWW.W.1 1012.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- TWW.W.1 1012.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

OBJECTIVE	HS- TWW.W.1 1012.1c.	Use words, phrases, and clauses as well as varied syntax 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.
OBJECTIVE	HS- TWW.W.1 1012.1d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- TWW.W.1 1012.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- TWW.W.1 1012.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD	HS- TWW.W.1 1112.10.	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.

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11	Spell correctly.

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 I12.4a.	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.
OBJECTIVE	HS- TWW.L.11	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME

Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT	Writing
W	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE

HS-WL.W.9I 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.

OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.9I 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9 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.
OBJECTIVE	HS- WL.W.9 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 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.
OBJECTIVE	HS- WL.W.91 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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	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.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)

STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.9 10.7.	Conduct short as well as more sustained research projects to answer a question (including a selfigenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME

English II

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature

SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
OBJECTIVE	EII.RL.10. 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.

THEME	English II
SUBJECT	Reading Literature
STANDARD	Range of Reading and Level of Text Complexity

OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EII.W.10.3 c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EII.W.10.3 e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English II
SUBJECT		Writing
SUBJECT		Writing Production and Distribution of Writing
	EII.W.10.4	·
STANDARD	•	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ST ANDARD OBJECTIVE	EII.W.10.5	Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should
ST ANDARD OBJECTIVE OBJECTIVE	EII.W.10.5	Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
ST ANDARD OBJECTIVE OBJECTIVE	EII.W.10.5	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.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD OBJECTIVE OBJECTIVE THEME	EII.W.10.5	Production and Distribution of Writing 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.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. English II
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	EII.W.10.5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelispecific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. English II Writing
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	EII.W.10.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelispecific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. English II Writing Research to Build and Present Knowledge Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text
STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	EII.W.10.5	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelispecific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, 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 9-10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. English II Writing Research to Build and Present Knowledge Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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EII.W.10.1 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.

THEME English II

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type

THEME	English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

Language

SUBJECT

STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT	Writing	
SODSECT	witting	

STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT		Language
STANDARD	HS- CW.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.111 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Debate

SUBJECT	Writing

STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

THEME Debate

DE.L.11 12.2b.

SUBJECT	Language
	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE

HS-12.4a.

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) ${\tt DE.L.111}$ \quad as a clue to the meaning of a word or phrase.

OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectivel assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 112.1.	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.
STANDARD	HS-	Determine two or more themes or central ideas of a text and analyze their development over the course of the text
	MW.RL.11	including how they interact and build on one another to produce a complex account; provide an objective summar of the text.
STANDARD		of the text. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g.
	HS- MW.RL.11 I12.3.	of the text. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g.

STANDARD	HS- MW.RL.11 [12.6.	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).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.111 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.11II 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11 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.

THEME Oral Communication

12.1a. well@reasoned exchange of ideas.

SUBJECT		Speaking and Listening
STANDARD	OC.SL.1	Initiate and participate effectively in a range of collaborative discussions (one-onl one, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

OBJECTIVE	HS- OC.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1112.4.	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.)
STANDARD	HS- AAW.RL.1 1112.5.	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.
STANDARD	HS- AAW.RL.1 1112.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

OBJECTIVE	HS- AAW.W.11 012.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME

Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.

STANDARD	HS- TCW.RL.1 1112.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 012.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 []12.4a.	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.
OBJECTIVE	HS- TWW.L.11 I12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

Reading Literature

SUBJECT

SUBJECT		Language
STANDARD	HS- TWW.L.11	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		World Literature

STANDARD	HS- WL.RL.91 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.
STANDARD	HS- WL.RL.91 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.91 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.91 10.4.	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).
STANDARD	HS- WL.RL.91 10.5.	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.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.9I 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9II 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.9I 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9II 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT

STANDARD	HS- WL.W.9 10.4.	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.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.91 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME

SUBJECT

SUBJECT

English II

Reading Literature

Reading Literature

BIRL.10. Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text. OBJECTIVE EII.RL.10. Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. OBJECTIVE EII.RL.10. 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. THEME English II SUBJECT Reading Literature STANDARD Craft and Structure OBJECTIVE EII.RL.10. 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). CBJECTIVE EII.RL.10. 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.		3
DBJECTIVE EII.RL.10. Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis. OBJECTIVE EII.RL.10. 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. THEME English II SUBJECT Reading Literature STANDARD Craft and Structure OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	STANDARD	Key Ideas and Details
2. 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. OBJECTIVE EII.RL.10. 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. THEME English II SUBJECT Reading Literature STANDARD Craft and Structure OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	OBJECTIVE	
3. literary text, interact with other characters, and advance the plot or develop the theme. THEME English II SUBJECT Reading Literature Craft and Structure OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	OBJECTIVE	including how details of a text interact and build on one another to shape and refine the theme(s) or central idea(s);
SUBJECT Reading Literature Craft and Structure OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	OBJECTIVE	
OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	THEME	English II
OBJECTIVE EII.RL.10. 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). OBJECTIVE EII.RL.10. 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.	SUBJECT	Reading Literature
4. 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). OBJECTIVE EII.RL.10. 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.	STANDARD	Craft and Structure
5. manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	OBJECTIVE	meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language
THEME English II	OBJECTIVE	

STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 f.	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).
THEME		English II
SUBJECT		Writing
SUBJECT		
	EII.W.10.	Writing
STANDARD	3.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well
STANDARD OBJECTIVE	3. EII.W.10.3 a.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)
STANDARD OBJECTIVE OBJECTIVE	3. EII.W.10.3 a. EII.W.10.3 b.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well [®] chosen details, and well [®] structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop
STANDARD OBJECTIVE OBJECTIVE OBJECTIVE	3. EII.W.10.3 a. EII.W.10.3 b. EII.W.10.3 c.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, wellochosen details, and wellostructured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD OBJECTIVE OBJECTIVE OBJECTIVE	3. EII.W.10.3 a. EII.W.10.3 b. EII.W.10.3 c. EII.W.10.3 d.	Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD OBJECTIVE OBJECTIVE OBJECTIVE OBJECTIVE	3. EII.W.10.3 a. EII.W.10.3 b. EII.W.10.3 c. EII.W.10.3	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

SUBJECT

STANDARD

Writing

Production and Distribution of Writing

OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ГНЕМЕ		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	Ell.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
THEME		English II
SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.
THEME		English II
SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3 a.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
THEME		English II
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		English II
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS- CW.W.11	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
	12.3.	

OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11II 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11	Spell correctly.

THEME Creative Writing

12.2b.

SUBJECT	Language	

STANDARD	HS- CW.L.11 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- CW.L.11II 12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS- CW.L.11	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing,
	12.6.	speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		
THEME		vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		vocabulary knowledge when considering a word or phrase important to comprehension or expression. Debate
SUBJECT	HS- DE.W.11	vocabulary knowledge when considering a word or phrase important to comprehension or expression. Debate Writing Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
SUBJECT ST ANDARD	HS- DE.W.11 12.2. HS- DE.W.11	Vocabulary knowledge when considering a word or phrase important to comprehension or expression. Debate Writing Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and
SUBJECT ST ANDARD OBJECTIVE	HS- DE.W.110 12.2. HS- DE.W.110 12.2a.	Debate Writing Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete
SUBJECT STANDARD OBJECTIVE OBJECTIVE	HS-DE.W.110 12.2a. HS-DE.W.110 12.2a. HS-DE.W.110 12.2b.	Debate Writing Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to
SUBJECT STANDARD OBJECTIVE OBJECTIVE	HS- DE.W.110 12.2a. HS- DE.W.110 12.2b. HS- DE.W.110 12.2d. HS- DE.W.110 12.2d.	Debate Writing Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use precise language, domain/specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening	
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherled) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.	
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

THEME Debate

DE.L.11II 12.2b.

SUBJECT		Language
STANDARD	HS- DE.L.11 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

OBJECTIVE

HS- Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an DE.L.11 understanding of syntax to the study of complex texts when reading.

12.3a.

THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.111 12.4a.	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.
OBJECTIVE	HS- DE.L.111 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9110.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11012.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.I.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)
THEME		Mississippi Writers
SUBJECT		Reading Literature

STANDARD	HS- MW.RL.11 012.1.	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.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 012.4.	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.
STANDARD	HS- MW.RL.11 012.5.	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.
STANDARD	HS- MW.RL.11 012.6.	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).
STANDARD	HS- MW.RL.11 012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT	Writing	
SUBJECT	Writing	
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STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11I 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11I 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11I 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11I 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 12.4.	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.)
STANDARD	HS- MW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11 12.2d.	Use precise language, domain@specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11I 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11II 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD HS- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a OC.W.111 single sitting or a day or two) for a range of tasks, purposes, and audiences.

12.10.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.
STANDARD	HS- AAW.RL.1 1012.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 012.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)

STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.
STANDARD	HS- TCW.RL.1 1112.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE

HS-

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which TCW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and
 12.2a.
 multimedia when useful to aiding comprehension.

OBJECTIVE	HS- TCW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 [12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	TCW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	1112 10	

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1112.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TWW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT	Language
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS-	Spell correctly.
	TWW.L.11	
	12.2b.	

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- TWW.L.11 [12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 [12.4a.	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.
OBJECTIVE	HS- TWW.L.11 I12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 [12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.90 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.
STANDARD	HS- WL.RL.90 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.90 10.5.	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.
STANDARD	HS- WL.RL.90 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.9 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.90 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).

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- WL.W.91 10.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- WL.W.91 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.91 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE	HS- WL.W.9I 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9I 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT

Reading Literature

SUBJECT		Writing
STANDARD	HS- WL.W.90 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.90 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.90 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.90 10.10.	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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Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10. 1.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.
OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II

STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
OBJECTIVE	EII.RL.10. 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.

THEME English II

SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

THEME English II

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 f.	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).

THEME English II

C.

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EII.W.10.3	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EII.W.10.3 e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
ТНЕМЕ		English II
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	Ell.SL.10.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or

 $larger\ ideas; actively\ incorporate\ others\ into\ the\ discussion; and\ clarify, verify, or\ challenge\ ideas\ and\ conclusions.$

1c.

OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.
THEME		English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2 c.	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	EII.L.10.3	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4 a.	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.
OBJECTIVE	EII.L.10.4 d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME English II

SUBJECT	Language
STANDARD	Vocabulary Acquisition and Use

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EII.L.10.6. Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing	
STANDARD	HS- CW.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.	
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	
OBJECTIVE	HS- CW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	
OBJECTIVE	HS- CW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
OBJECTIVE	HS- CW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	
OBJECTIVE	HS- CW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11II 12.4.	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.)
STANDARD	HS- CW.W.11II 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11II 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- CW.W.11 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.

THEME Creative Writing

SUBJECT

		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- CW.L.11II 12.2b.	Spell correctly.

THEME Creative Writing

SUBJECT		Language
STANDARD		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- CW.L.11II 12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.110 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11 ^[] 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11II 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- DE.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.111 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.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 012.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.111 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT	Language
STANDARD	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- DE.L.110 12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.110 12.4a.	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.
OBJECTIVE	HS- DE.L.110 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Debate
SUBJECT		Language
STANDARD	HS- DE.L.11II 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.

STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 [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.
STANDARD	HS- MW.RL.11 012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 I12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 112.4.	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.
STANDARD	HS- MW.RL.11 [12.5.	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.
STANDARD	HS- MW.RL.11 [12.6.	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).
STANDARD	HS- MW.RL.11 I12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.11 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11I 12.4.	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.)
STANDARD	HS- MW.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.11I 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- MW.W.110 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.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11II 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.110 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well@structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.110 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.110 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)

STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.11I 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.

THEME Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1012.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11II 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1012.4.	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.)
STANDARD	HS- AAW.RL.1 1012.5.	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.

STANDARD	HS- AAW.RL.1 1112.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- AAW.W.11 [12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

OBJECTIVE HS-

HS- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of AAW.W.11 the narrative.

12.3e.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.
STANDARD	HS- TCW.RL.1 1012.6.	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).
STANDARD	HS- TCW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 112.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME

Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 [12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 I12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME

Survey of Twentieth Century Writing

SUBJECT Writing

STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1112.4.	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.)
STANDARD	HS- TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	TWW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	1112 10	

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- TWW.L.11	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.9I 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.

STANDARD	HS- WL.RL.90 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.91 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.91 10.5.	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.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.90 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.90 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.91 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).

THEME World Literature

10.3a.

SUBJECT W	Writing
	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE HS- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) WL.W.91 of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

THEME

English II

SUBJECT		Writing
STANDARD	HS- WL.W.9I 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.9I 10.10.	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.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EII.RL.10.	Cite strong and thorough textual evidence to support analysis of what text says explicitly as well as inference drawn from the text.

OBJECTIVE	EII.RL.10. 2.	Determine the theme(s) or 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 theme(s) or central idea(s); provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EII.RL.10. 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).
OBJECTIVE	EII.RL.10. 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.
THEME		English II
SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EII.RL.10. 10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	EII.W.10.2 f.	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).
THEME		English II
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE	EII.W.10.3 a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	EII.W.10.3 b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	EII.W.10.3 c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	EII.W.10.3 d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	EII.W.10.3 e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		English II
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)
OBJECTIVE	EII.W.10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
THEME		English II
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EII.W.10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
THEME		English II
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EII.W.10.1 0.	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.
THEME		English II
SUBJECT		Speaking and Listening

OBJECTIVE	EII.SL.10 .1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, 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.
OBJECTIVE	EII.SL.10. 1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EII.SL.10. 1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
OBJECTIVE	EII.SL.10. 1d.	Respond thoughtfully to diverse perspectives, summarize points 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.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
OBJECTIVE	EII.L.10.1 b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

THEME English II

SUBJECT		Language
STANDARD		Conventions of Standard English
OBJECTIVE	EII.L.10. 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	EII.L.10.2	Spell correctly.

THEME English II

SUBJECT		Language
STANDARD		Knowledge of Language
OBJECTIVE	EII.L.10. 3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	Ell.L.10.3	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10. 4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EII.L.10.4	use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)

EII.L.10.4 use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence a. as a clue to the meaning of a word or phrase.

OBJECTIVE	EII.L.10.4	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
	d.	context or in a dictionary).

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- CW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- CW.W.11II 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- CW.W.11II 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- CW.W.11II 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- CW.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.110 12.4.	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.)
STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.11	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS- CW.W.110 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.
THEME		Creative Writing

SUBJECT		Language
STANDARD		Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS-	Spell correctly.

CW.L.110 12.2b.

THEME Creative Writing

SUBJECT		Language
STANDARD		Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- CW.L.110 12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.11 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- CW.L.11II 12.4a.	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.
OBJECTIVE	HS- CW.L.11II 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT	Writing
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE	HS- DE.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- DE.W.11 12.2f.	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).

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.110 12.4.	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.)
STANDARD	HS- DE.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- DE.W.110 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.

THEME Debate

SUBJECT		Speaking and Listening
STANDARD	HS- DE.SL.11 I12.1.	Initiate and participate effectively in a range of collaborative discussions (one-onlone, in groups, and teacherlied) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- DE.SL.110 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- DE.SL.110 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- DE.SL.110 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- DE.L.110 12.2b.	Spell correctly.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.11 12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- DE.L.110 12.3a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- DE.L.11II 12.4a.	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.
OBJECTIVE	HS- DE.L.111 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Debate

SUBJECT		Language
STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS- FJ.2.a.	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 objective summary of the text. (RL.9010.2)
STANDARD	HS- FJ.2.b.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (RL.11112.2)

THEME Foundations of Journalism

SUBJECT	Develop journalistic writing skills.	

STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9110.2a)
STANDARD	HS- FJ.3.h.	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.9@10.2b)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9110.8)

THEME Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS- MW.RL.11 012.1.	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.
STANDARD	HS- MW.RL.11 [12.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- MW.RL.11 012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- MW.RL.11 112.4.	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.
STANDARD	HS- MW.RL.11 112.5.	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.
STANDARD	HS- MW.RL.11 [12.6.	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).
STANDARD	HS- MW.RL.11 I12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME Mississippi Writers

12.2a.

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

multimedia when useful to aiding comprehension.

MW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and

OBJECTIVE	HS- MW.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.111 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- MW.W.111 12.2f.	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).

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.11 012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- MW.W.11 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- MW.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Mississippi Writers

SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- MW.W.11	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	MW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.110 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.110 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- OC.W.11II 12.2f.	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).

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- OC.W.110 12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- OC.W.11 12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- OC.W.110 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 12.4.	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.)
STANDARD	HS- OC.W.11 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.110 12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- OC.W.110 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.

THEME Oral Communication

THEME

SUBJECT		Speaking and Listening
STANDARD	HS- OC.SL.1 1112.1.	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS- OC.SL.11II 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well@reasoned exchange of ideas.
OBJECTIVE	HS- OC.SL.11II 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS- OC.SL.11I 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Survey of African American Writing

SUBJECT		Reading Literature
STANDARD	HS- AAW.RL.1 1012.1.	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.
STANDARD	HS- AAW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- AAW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- AAW.RL.1 1112.4.	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.)

STANDARD	HS- AAW.RL.1 1012.5.	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.
STANDARD	HS- AAW.RL.1 1012.6.	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).
STANDARD	HS- AAW.RL.1 1012.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- AAW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- AAW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2f.	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).

THEME

Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- AAW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- AAW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- AAW.W.11 012.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

OBJECTIVE	HS- AAW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- AAW.W.11 012.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- AAW.W.1 1112.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Literature
STANDARD	HS- TCW.RL.1 1012.1.	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.
STANDARD	HS- TCW.RL.1 1012.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
STANDARD	HS- TCW.RL.1 1012.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS- TCW.RL.1 1012.4.	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.)
STANDARD	HS- TCW.RL.1 1012.5.	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.
STANDARD	HS- TCW.RL.1 1012.6.	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).

STANDARD HS- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the TCW.RL.1 grades 11–CCR text complexity band independently and proficiently.

1112.10.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 [12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 112.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2f.	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).

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.3.	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.
OBJECTIVE	HS- TCW.W.11 I12.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
OBJECTIVE	HS- TCW.W.11 I12.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- TCW.W.11 I12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS- TCW.W.11 012.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- TCW.W.11 012.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1112.4.	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.)
STANDARD	HS- TCW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1112.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
STANDARD	HS- TCW.W.1 1112.10.	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.

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W. 11012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2f.	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).

THEME

Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1112.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1012.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	TWW.W.1	single sitting or a day or two) for a range of tasks, purposes, and audiences.
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THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	HS- TWW.L.11 I12.2b.	Spell correctly.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	HS- TWW.L.11	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.1 1012.4.	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	HS- TWW.L.11 012.4a.	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.
OBJECTIVE	HS- TWW.L.11 012.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS- TWW.L.11 I12.6.	Acquire and use accurately general academic and domain@specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Reading Literature
STANDARD	HS- WL.RL.9I 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.

STANDARD	HS- WL.RL.9I 10.2.	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 objective summary of the text.
STANDARD	HS- WL.RL.90 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
STANDARD	HS- WL.RL.90 10.4.	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).
STANDARD	HS- WL.RL.90 10.5.	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.
STANDARD	HS- WL.RL.91 10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9010 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS- WL.W.90 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).

THEME World Literature

SUBJECT	Writing
	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well structured event sequences.

OBJECTIVE HS- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) WL.W.90 of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 10.3a.

OBJECTIVE	HS- WL.W.9I 10.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS- WL.W.90 10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS- WL.W.9 10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Gradelspecific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- WL.W.91 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD	HS- WL.W.91 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS- WL.W.91 10.10.	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.

UNIT 9: RESPONSE TO LITERATURE Week 24 Page 281-281

Mississippi College & Career Readiness Standards Language Arts

Grade 10 - Adopted: 2016

THEME		English II
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EII.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).

THEME English II

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EII.W.10. 2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	EII.W.10.2 a.	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 when useful to aiding comprehension.
OBJECTIVE	EII.W.10.2 b.	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.
OBJECTIVE	EII.W.10.2 d.	Use precise language and domain@specific vocabulary to manage the complexity of the topic.

THEME English II

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EII.W.10.4	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.)
OBJECTIVE	EII.W.10.5	Develop and strengthen writing as needed by planning, revising, 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 9-10.)

THEME English II

SUBJECT	Writing
STANDARD	Range of Writing

OBJECTIVE

Ell.W.10.1 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.

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME English II

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EII.L.10.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing,

THEME Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11	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.)

STANDARD	HS- CW.W.110 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- CW.W.110 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.

THEME Creative Writing

SUBJECT		Language
STANDARD	HS- CW.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.11 12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- DE.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- DE.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- DE.W.11I 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Debate

SUBJECT		Writing
STANDARD	HS- DE.W.111 12.4.	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.)
STANDARD	HS- DE.W.111 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- DE.W.111 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.

THEME Debate

SUBJECT

STANDARD	HS- DE.L.110 12.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS- FJ.3.g.	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 when useful to aiding comprehension. (W.9II0.2a)
STANDARD	HS- FJ.3.h.	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.9110.2b)
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS- MW.RI.110 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.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.11 012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- MW.W.11 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- MW.W.11I 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- MW.W.11 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS- MW.W.110 12.4.	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.)
STANDARD	HS- MW.W.11	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should

 $\hbox{MW.W.} 11 \hbox{\o limits on addressing what is most significant for a specific purpose and audience. (Editing for conventions should a specific purpose and audience) and audience of the specific purpose and audience of the specific p$

demonstrate command of Language standards 1–3 up to and including grades 11–12.)

12.5.

STANDARD	HS-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
	MW.W.11	single sitting or a day or two) for a range of tasks, purposes, and audiences.
	12.10.	

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11 I12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- OC.W.11II 12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- OC.W.11II 12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- OC.W.110 12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Oral Communication

SUBJECT		Writing
STANDARD	HS- OC.W.11I 12.4.	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.)
STANDARD	HS- OC.W.11I 12.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- OC.W.11 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.

THEME Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS- AAW.RI.1 1012.4.	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).

THEME Survey of African American Writing

SUBJECT	Writing
P	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

OBJECTIVE HS-

HS- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which AAW.W.11 precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	HS- AAW.W.11 [12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- AAW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 1012.4.	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.)
STANDARD	HS- AAW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- AAW.W.1 1012.10.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TCW.RI.1 1012.4.	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.

THEME Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS- TCW.W.1 1012.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TCW.W.11 I12.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TCW.W.11 I12.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TCW.W.11 I12.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Survey of Twentieth Century Writing

SUBJECT

STANDARD	HS- TCW.W.1 1012.4.	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.)
STANDARD	HS- TCW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TCW.W.1 1012.10.	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.

THEME Technical and Workplace Writing

SUBJECT		Reading Informational Text
STANDARD	HS- TWW.RI.1 1112.4.	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).

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- T WW.W. 11112.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- TWW.W.1 1012.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS- TWW.W.1 1012.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS- TWW.W.1 1012.2d.	Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

THEME Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS- TWW.W.1 1012.4.	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.)
STANDARD	HS- TWW.W.1 1012.5.	Develop and strengthen writing as needed by planning, revising, 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.)
STANDARD	HS- TWW.W.1 1112.10.	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.

THEME

SUBJECT		Language
STANDARD	HS- TWW.L.11 012.6.	Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.9 10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	HS- WL.W.91 10.2a.	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 when useful to aiding comprehension.
OBJECTIVE	HS- WL.W.9I 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.
OBJECTIVE	HS- WL.W.90 10.2d.	Use precise language and domainIspecific vocabulary to manage the complexity of the topic.

THEME World Literature

SUBJECT		Writing
STANDARD	HS- WL.W.91 10.4.	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.)
STANDARD	HS- WL.W.90 10.5.	Develop and strengthen writing as needed by planning, revising, 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 9–10.)
STANDARD	HS- WL.W.91 10.10.	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.