

**WRITE SOURCE © 2006
AND
SPELLING FOR WRITERS © 2005**

**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 4**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

JIM & DEBRA SIMPSON
800-289-4490, option 4
Jim_Simpson@hmco.com



A Division of Houghton Mifflin Company

Write Source © 2006

Annotated Teacher Edition

and

Spelling for Writers © 2005

Teacher Edition

CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts

Grade 4

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.		
a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for understanding words.	330-331	10-14, 15-19, 35-39, 40-44, 60-64, 75-79, 105-109, 110-114, 115-119, 120-124, 130-134, 140-144, 170-174
b. The student will identify roots and affixes (e.g., non- , trans- , over- , anti- , -tion , -or , -ion , -ity , -ment , -ic) in words	466, 469	65-69, 125-129, 135-139
c. The student will develop and apply expansive knowledge of words and word meanings to communicate.	466-469	The opportunity to address this objective is available throughout the text.

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	222, 330, 467	85-89, 155-159
e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.	466-467	NA
f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate.	318, 411, 464	NA
g. The student will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.	320-332	118, 160-164
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.		
a. The student will apply knowledge of text features, parts of a book and text structures to understand, interpret, or analyze text. 1) Text features- bold-faced print, italics, maps, icons, pull down menus, key word searches etc.	321-332, 474-477	NA
2) Parts of a book- appendix, footnotes, etc.	327-328	NA
3) Text structures- compare/contrast	56-57, 143-175	NA

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
b. The student will analyze text in order to identify, understand, infer, or synthesize information. 1) Identify the stated main idea or supporting details in a paragraph.	The opportunity to address this objective is available on the following pages: 253-297, 333-336	NA
2) Apply knowledge of transitions and cue words to identify and sequence major events in a narrative.	The opportunity to address this objective is available on the following pages: 387-392	NA
3) Identify stated causes and effects in paragraphs and short passages.	NA	NA
4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	The opportunity to address this objective is available on the following pages: 253-297, 387-392	NA
5) Predict a logical outcome based upon information stated in paragraph or short passage and confirm or revised based upon subsequent text.	The opportunity to address this objective is available on the following pages: 253-297	NA
c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence.	333-336	NA

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
<p>d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.</p> <p>1) Story Elements (e.g., setting, characters, character traits, events, resolution, point of view)</p>	<p>The opportunity to address this objective is available on the following pages: 253-297, 299-310</p>	<p>The opportunity to address this objective is available on the following pages: 8, 28, 93, 108, 133, 173</p>
<p>2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast),</p>	<p>The opportunity to address this objective is available on the following pages: 56-61, 253-297</p>	<p>NA</p>
<p>3) Literary devices (e.g., imagery, exaggeration, dialogue),</p>	<p>The opportunity to address this objective is available on the following page: 558</p>	<p>NA</p>
<p>4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and</p>	<p>The opportunity to address this objective is available on the following pages: 311-319</p>	<p>NA</p>
<p>5) Author's purpose (e.g., inform, entertain, persuade).</p>	<p>The opportunity to address this objective is available on the following pages: 253-272</p>	<p>NA</p>
<p>e. The student will identify facts, opinions, or tools of persuasion in texts.</p> <p>1) Distinguish between fact and opinion.</p>	<p>The opportunity to address this objective is available on the following pages: 195-251</p>	<p>The opportunity to address this objective is available on the following page: 113</p>

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
2) Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view).	The opportunity to address this objective is available on the following pages: 195-251	The opportunity to address this objective is available on the following pages: 23, 73
3. The student will express, communicate, evaluate, or exchange ideas effectively.		
<p>a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts of increasing complexity and length.</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> ▪ Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing). 	11, 58, 65, 70-71, 77, 79, 81, 85, 91-96, 127, 131, 133, 136, 137, 141, 147-152, 183-184, 187, 189, 197, 203-208, 239-240, 243,245, 250, 255, 260-262, 275, 279, 281, 285, 287, 291, 293, 297, 302-303, 313-314, 335, 341-348, 454-461, 645-651	33, 78, 99
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Draft with increasing fluency. 	12, 13, 59, 66, 72-74, 77, 79, 81, 86, 97-102, 128, 131, 133, 136, 137, 142, 153-158, 185, 187, 189, 198,209-214, 241, 243, 245, 250, 256, 263-266, 276, 279, 282, 285, 288, 291, 294, 297, 304, 314, 336, 349-354	4, 8, 13, 18, 23, 28, 38, 58, 63, 73, 93, 129, 133, 153, 163, 168, 173, 177

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
3) <u>Revising</u> <ul style="list-style-type: none"> ▪ Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric. 	7, 14-15, 31-38, 59, 66, 74, 77, 79, 81, 103-114, 120-121, 129, 131, 133, 136, 137, 142, 159-170, 176-177, 189, 215-226, 241, 245, 250, 256, 267, 277, 283, 285, 289, 291, 295, 305, 315, 336, 355-358, 626, 629	The opportunity to address this objective is available on the following pages: 8, 13, 23, 28, 38, 48, 58, 63, 73, 83, 88, 93, 103, 108, 153, 168, 173, 177
4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 	16-18, 66, 74, 77, 79, 81, 115-118, 131, 133, 136, 137, 171-174, 187, 227-230, 243, 245, 250, 256, 268, 277, 279, 285, 289, 291, 295, 297, 305, 315, 336, 359, 360, 479-535	4, 8, 13, 18, 23, 28, 33, 38, 48, 53, 58, 63, 68, 78, 83, 88, 93, 99, 103, 108, 113, 123, 129, 133, 138, 148, 153, 158, 163, 168, 173, 177
5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> ▪ Share writing with others formally and informally. 	7, 43-49, 119, 175, 231, 315, 361, 363-367	NA
b. The student will compose descriptive texts using specific details and vivid language.	63-81	The opportunity to address this objective is available on the following pages: 38, 48, 73, 78, 99, 128, 133
c. The student will compose narrative text relating an event with a clear beginning, middle, and end. <ol style="list-style-type: none"> 1) Stories or retellings 	83-124	8, 28, 58, 93, 108, 128, 133, 173

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
2) Narrative poems	The opportunity to address this objective is available on the following pages: 363-367	The opportunity to address this objective is available on the following pages: 38, 103, 153
3) PowerPoint presentations	The opportunity to address this objective is available on the following pages: 363-367	NA
d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast. 1) Reports	337-362	The opportunity to address this objective is available on the following pages: 4, 63, 163
2) Presentations	361, 363-367, 373-378	NA
3) Poems	The opportunity to address this objective is available on the following pages: 311-319	NA
4) Functional Text	126-133, 181-187	13, 18, 143, 163, 177
e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. 1) Letters	244-247	NA
2) Speeches	373-378	168

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
3) Advertisements	NA	23, 73
f. The student will compose text based on inquiry and research. 1) Generate questions.	21-24, 337-348	NA
2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.	321-332	NA
3) Identify and paraphrase important information from sources.	349-360	NA
4) Present the results.	361, 363-367	NA
4. The student will apply Standard English to communicate.		
a. The student will use Standard English grammar to compose or edit. 1) Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive)	228, 229, 408-411, 490, 516-519, 570-575	The opportunity to address this objective is available on the following page: 48
2) Verbs, helping verbs and irregular verbs	416-422, 582-589	NA
3) Verb tense (e.g., present, past, future, present perfect)	117, 173, 418, 420, 584, 588	50-54
4) Subject verb agreement	172, 419, 421, 438-439	NA
5) Articles and conjunctions	429, 430, 590, 600	NA
6) Adjectives (e.g., possessive, comparative, superlative)	423-425, 428, 590-593	NA

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, plural possessive pronouns, object pronouns, reflexive pronouns, demonstrative pronouns)	116, 229, 412-415, 492, 576-581	NA
8) Adverbs (e.g., comparative forms)	426-427, 594-597	NA
9) Interjections	486, 602	NA
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point)	479-481	13, 23, 48, 58, 83, 88, 113, 143, 148, 163, 168, 177
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	520-523	NA
3) Commas (e.g., dates, series, addresses, greeting and closings of friendly letters, quotations, introductory phrases, appositives)	482-489	18, 177
4) Quotation marks (e.g., quotations, titles of poems)	494-495	58
5) Colons (e.g., time, complex sentences)	498-499	NA
6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives , days of the week, months of the year, holidays, titles, initials, first word in greetings and closings of friendly letters, the pronoun “I”)	508-515	48, 53, 88, 113, 143, 148, 163

Competencies and Objectives	<i>Write Source</i> ATE Page References	<i>Spelling for Writers</i> Teacher Edition Page References
7) Spell words commonly found in fourth grade level text.	The opportunity to address this objective is available on the following pages: 528-535, 536-559	The opportunity to address this objective is available throughout the text.
8) Produce legible text	The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available throughout the text.
c. The student will apply knowledge of sentence structure in composing or editing. 1) Analyze the structure of sentences (e.g., simple, compound, complex).	431-451, 560-569	The opportunity to address this objective is available on the following pages: 88, 113, 138, 148
2) Compose simple, compound, and complex sentences.	431-451, 560-569	88, 113, 138, 148
3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases.	431-451, 560-569	The opportunity to address this objective is available on the following pages: 38, 48, 73, 78
4) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases.	431-451, 560-569	38, 48, 73, 78, 113, 138, 148



A Division of Houghton Mifflin Company