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

Great SOURCE[®]

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YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 4

Competencies and Objectives	Pupil Edition Page References	ATE 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
b. The student will identify roots and affixes (e.g., non- , trans- , over- , anti- , -tion , -or , -ion , -ity , -ment , -ic) in words		466, 469
c. The student will develop and apply expansive knowledge of words and word meanings to communicate.		466-469
d. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.		222, 330, 467
e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.		466-467

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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
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
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
2) Parts of a book- appendix, footnotes, etc.		327-328
3) Text structures- compare/contrast		56-57, 143-175
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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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
3) Identify stated causes and effects in paragraphs and short passages.		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
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
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
d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. 1) Story Elements (e.g., setting, characters, character traits, events, resolution, point of view)		The opportunity to address this objective is available on the following pages: 253-297, 299-310

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast),		The opportunity to address this objective is available on the following pages: 56-61, 253-297
3) Literary devices (e.g., imagery, exaggeration, dialogue),		The opportunity to address this objective is available on the following page: 558
4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and		The opportunity to address this objective is available on the following pages: 311-319
5) Author's purpose (e.g., inform, entertain, persuade).		The opportunity to address this objective is available on the following pages: 253-272

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<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>2) Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view).</p>		<p>The opportunity to address this objective is available on the following pages: 195-251</p>
<p>3. The student will express, communicate, evaluate, or exchange ideas effectively.</p>		
<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). 		<p>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</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) <u>Drafting</u> <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
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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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
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
b. The student will compose descriptive texts using specific details and vivid language.		63-81
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
2) Narrative poems		The opportunity to address this objective is available on the following pages: 363-367

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) PowerPoint presentations		The opportunity to address this objective is available on the following pages: 363-367
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
2) Presentations		361, 363-367, 373-378
3) Poems		The opportunity to address this objective is available on the following pages: 311-319
4) Functional Text		126-133, 181-187
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
2) Speeches		373-378
3) Advertisements		NA

Competencies and Objectives	Pupil Edition Page References	ATE Page References
f. The student will compose text based on inquiry and research. 1) Generate questions.		21-24, 337-348
2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.		321-332
3) Identify and paraphrase important information from sources.		349-360
4) Present the results.		361, 363-367
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
2) Verbs, helping verbs and irregular verbs		416-422, 582-589
3) Verb tense (e.g., present, past, future, present perfect)		117, 173, 418, 420, 584, 588
4) Subject verb agreement		172, 419, 421, 438-439
5) Articles and conjunctions		429, 430, 590, 600
6) Adjectives (e.g., possessive, comparative, superlative)		423-425, 428, 590-593
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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
8) Adverbs (e.g., comparative forms)		426-427, 594-597
9) Interjections		486, 602
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point)		479-481
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)		520-523
3) Commas (e.g., dates, series, addresses, greeting and closings of friendly letters, quotations, introductory phrases, appositives)		482-489
4) Quotation marks (e.g., quotations, titles of poems)		494-495
5) Colons (e.g., time, complex sentences)		498-499
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
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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
8) Produce legible 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
2) Compose simple, compound, and complex sentences.		431-451, 560-569
3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases.		431-451, 560-569
4) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases.		431-451, 560-569



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