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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 5**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 5

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 apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter- , super- , semi- , -tion, -or, -ion, -ity, -ment, -ic, -ian , -ist , -ous , -eous , -ious,) in multi-syllabic words.		466, 468, 469
b. The student will develop and apply expansive knowledge of words and word meaning to communicate.		466-469
c. The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.		330, 442, 467
d. The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.		466-467
e. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate.		318, 464, 467

Competencies and Objectives	Pupil Edition Page References	ATE Page References
f. The student will select the appropriate reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.		321-332
g. The student will communicate using vocabulary that is appropriate for the context, purpose and situation (e.g., formal and informal language).		The opportunity to address this objective is available on the following pages: 10, 22, 28, 71, 74, 110-111, 120-121, 144, 166-167, 176-177, 200, 222-223, 232-233, 253-297, 305, 313-315, 367, 408-430
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.		
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, headings, subheadings , numberings , captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.		The opportunity to address this objective is available on the following pages: 321-332, 474-478
2) Parts of a book-appendix, footnotes, etc.		327-328

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) Text structures-compare/contrast, order of importance , etc.		56-57, 143-175
b. The student will analyze text to understand, infer, draw conclusions, or synthesize information. 1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.		The opportunity to address this objective is available on the following pages: 253-297, 321-367
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.		The opportunity to address this objective is available on the following pages: 387-392
3) Identify and infer cause and effects in texts.		NA
4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.		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 a text and confirm or revise based upon subsequent text.		The opportunity to address this objective is available on the following pages: 253-272

Competencies and Objectives	Pupil Edition Page References	ATE Page References
c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.		333-336
d. The student will respond to or 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, plot, resolution, point of view),		The opportunity to address this objective is available on the following pages: 253-297, 299-310
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, 182, 253-297
3) Literary devices (e.g., imagery, exaggeration, dialogue),		The opportunity to address this objective is available on the following pages: 464

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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: 253-397
e. The student will identify and interpret facts, opinions, or tools of persuasion in texts. 1) Distinguish between fact and opinion.		The opportunity to address this objective is available on the following pages: 195-251
2) Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).		The opportunity to address this objective is available on the following pages: 195-251
3. The student will express, communicate, evaluate, or exchange ideas effectively.		

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<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, 127-128, 131, 133, 136, 141, 147-152, 183-184, 187, 189, 197, 203-208, 239-240, 243, 245, 255, 260-262, 275, 279, 281, 285, 287, 293, 297, 302-303, 313-314, 335, 341-348, 363-367, 645-651</p>
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Draft with increasing fluency. 		<p>12, 13, 59, 66, 72-74, 77, 79, 81, 86, 97-102, 129, 131, 133, 136, 142, 153-158, 185, 187, 189, 198, 209-214, 241, 243, 245, 256, 263-266, 276, 279, 282, 285, 288, 294, 297, 304, 314, 336, 349-354</p>

Competencies and Objectives	Pupil Edition Page References	ATE 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. 		14, 15, 31-38, 66, 74, 77, 79, 81, 86, 103-114, 120-121, 129, 131, 133, 136, 142, 159-170, 176-177, 187, 189, 198, 215-226, 232-233, 241, 243, 245, 256, 267, 277, 279, 283, 285, 289, 295, 297, 305, 315, 336, 355-358, 624-629
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, 59, 66, 74, 77, 79, 81, 86, 115-118, 129, 131, 133, 136, 142, 171-174, 187, 189, 198, 227-230, 241, 243, 245, 256, 268, 277, 279, 285, 289, 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, 43-46, 119, 175, 231, 315, 361, 363-367
b. The student will compose descriptive texts using specific details and vivid language.		63-81

Competencies and Objectives	Pupil Edition Page References	ATE Page References
c. The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. 1) Stories or retellings		83-124, 125-131
2) Narrative poems		The opportunity to address this objective is available on the following pages: 311-319
3) Plays		307
4) Biographies or autobiographies		461
5) Video narratives		NA
6) 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, compare and contrast, or informal problem and solution . 1) Essays		36, 38, 67-74, 87-124, 126-129, 130-131, 145-180, 182-185, 199-236, 238-241, 248-250, 257-272, 273-297

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) Presentations		175, 231, 270, 361, 363-367, 373-378
3) Poems		311-319
4) Functional texts		132-133, 186-187, 188-189, 242-243
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 The opportunity to address this objective is also available on the following pages: 195-251
3) Advertisements		NA
f. The student will compose text of a variety of modes 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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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, concrete, abstract)		408-411, 490, 492, 508, 570-575
2) Verbs, helping verbs and irregular verbs		416-422, 582-586, 588
3) Verb tense (e.g., present, past, future, present perfect)		418-419, 584, 588
4) Subject verb agreement		420, 438
5) Articles and conjunctions		423, 429, 430, 590, 600
6) Adjectives (e.g., descriptive, comparative, superlative)		423-425, 428, 508, 590-593
7) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative)		412-415, 492, 576-593
8) Adverbs (e.g., comparative forms)		426-428, 594-597
9) Interjections		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)		479, 520-523

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) Commas (e.g., dates, series, addresses, greeting and closings of friendly letters, quotations, introductory phrases, appositives)		229, 482-489
4) Quotation marks (e.g., quotations, titles of poems)		494-495
5) Colons (e.g., time, complex sentences, business letters)		498-499
6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, first word in greetings and closings of friendly and business letters, the pronoun “I”)		508-515
7) Spell words commonly found in fifth grade level text.		The opportunity to address this objective is available on the following pages: 582-535, 536-559
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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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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