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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 6**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 6

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-, com- , ex- , -il , mid- , under- , sub- , -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance , -ence , -ive , -en) to determine the meaning of multi-syllabic words.		562, 567-569
b. The student will develop and apply expansive knowledge of words and word meaning to communicate.		561-562, 564-569
c. The student will use grade level appropriate synonyms, antonyms, and homonyms.		121, 141, 246, 560, 561, 563
d. The student will use context to determine the meanings of unfamiliar or multiple meaning words.		441-448, 562-563
e. The student will use context to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of words and to communicate.		79, 360, 558-560, 569

Competencies and Objectives	Pupil Edition Page References	ATE Page References
f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine meaning.		The opportunity to address this objective is available on the following pages: 283-341, 363-376, 470-493
g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).		The opportunity to address this objective is available on the following pages: 98, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246, 247, 250, 256-257, 283-341, 470-498
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, gain information from, interpret, respond to, or analyze text. 1) Text features-bold-faced print, italics, headings, subheadings, numberings, maps, icons, pull down, captions, illustrations, graphs, diagrams, menus, key word searches, etc.		363-376, 574-577
2) Parts of a book-appendix, footnotes, etc.		371

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) Text structures-compare/contrast, order of importance, etc.		161-198, 534-539
<p>b. The student will analyze text to infer, justify, draw conclusions or synthesize, or information.</p> <p>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.</p>		The opportunity to address this objective is available on the following pages: 283-341, 363-415
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events in non-sequential order.		The opportunity to address this objective is available on the following pages: 283-341
3) Infer cause and effect based on sequence of events and predict outcomes.		The opportunity to address this objective is available on the following pages: 283-341, 534-539, 550-555
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: 283-341, 441-448

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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: 283-328
c. The student will recognize or generate an appropriate summary of the events or ideas in literary text, literary nonfiction, and informational text citing text-based evidence.		332-333, 377-380, 555
d. The student will respond to, analyze, interpret, or compare increasingly complex literary text, literary nonfiction, and informational text 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: 283-322, 323-328, 343-352
2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),		283-341, 534-539
3) Literary devices (e.g., imagery, exaggeration, dialogue),		The opportunity to address this objective is available on the following page: 558

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: 323-328, 353-361
5) Author's purpose (e.g., inform, entertain, persuade).		The opportunity to address this objective is available on the following pages: 283-341
e. The student will identify and analyze fact, opinions, or tools of persuasion in written and visual texts. 1) Analyze use of and distinguish between fact and opinion.		The opportunity to address this objective is available on the following pages: 219-281
2) Analyze use of tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references).		The opportunity to address this objective is available on the following pages: 219-281

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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). 		<p>7-8, 13, 73, 78-79, 85, 87, 89, 91, 95, 101-106, 138-139, 147, 149, 159, 165-170, 202-203, 207, 209, 211, 213, 221, 227-232, 264, 269, 271, 273, 275, 285, 291-294, 326, 331, 333, 346-347, 355-356, 379, 389-393, 412, 800-804</p>
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Draft with increasing fluency. 		<p>7, 8, 9, 14-15, 74, 80-81, 85, 87, 89, 91, 96, 107-112, 140, 147, 149, 160, 171-176, 204, 207, 209, 211, 213, 222, 233-238, 265, 269, 271, 273, 275, 286, 295-300, 327, 331, 333, 348, 356, 380, 394-400, 413</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>3) <u>Revising</u></p> <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. 		<p>7, 9, 16-21, 45-46, 50-53, 74, 82-83, 85, 87, 89, 91, 96, 113-124, 130-131, 141, 147, 149, 160, 177-188, 194-195, 204, 207, 209, 211, 213, 222, 239-250, 256-257, 266, 271, 273, 275, 286, 301-312, 318-319, 328, 331, 333, 348, 357, 380, 401-402, 413, 768-775</p>
<p>4) <u>Editing</u></p> <ul style="list-style-type: none"> ▪ Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure. 		<p>7, 9, 22-23, 50-53, 74, 82-83, 85, 87, 89, 91, 96, 125-128, 142, 147, 149, 160, 189-192, 204, 207, 209, 211, 222, 251-254, 266, 271, 273, 275, 286, 313-316, 331, 333, 349, 357, 380, 403-404, 413</p>
<p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> ▪ Share writing with others formally and informally. 		<p>7, 9, 24-26, 57-64, 129, 142, 193, 255, 317, 328, 357, 405-409, 413</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
b. The student will compose descriptive texts using sensory details and vivid language.		71-90, 105, 115, 178, 347, 355, 488-493, 527, 531, 532, 554, 557, 559
c. The student will compose narrative text utilizing effective organization and vivid word choice containing multiple events with specific details. 1) Stories or retellings		93-129, 135-142, 146-147, 343-352
2) Narrative poems		353-357
3) Plays		555
4) Video narratives		NA
5) Power Point presentations		The opportunity to address this objective is available on the following pages: 411-415
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		135-142, 161-198, 208-211, 287-322
2) Presentations		193, 411-415
3) Poems		353-361

Competencies and Objectives	Pupil Edition Page References	ATE Page References
4) Functional Texts		86, 87, 90-91, 146-151, 205-213, 270-271, 334-335
e. The student will compose persuasive text clearly expressing a main idea with supporting details, utilizing effective word choice and organization for a specific purpose and audience. 1) Letters		274-275
1) Speeches		423-430
2) Advertisements		NA
f. The student will compose text of a variety of modes based on inquiry and research. 1) Generate questions.		34-36, 381-410
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.		363-376
3) Identify and paraphrase important information from sources.		332-333, 389, 390, 441-448
4) Compare and contrast important findings and select sources to support central ideas, concepts, and themes.		363-410, 448, 537, 549
5) Present the results using a variety of communication techniques.		406-409
6) Reflect on and evaluate the process.		380, 401-402, 410

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, irregular plural , common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)		253, 470-473, 606, 618, 704
2) Verbs, helping verbs, irregular, transitive , and intransitive verbs		481, 570, 718, 720, 722, 730
3) Verb tense (e.g., present, past, future, perfect)		297, 314, 483-484, 720-726
4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.		508-509, 728
5) Articles and conjunctions		190, 248, 249, 496-498, 552, 553, 732, 744, 746
6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)		120, 247, 252, 486-489, 732, 734
7) Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite)		474-479, 706-714
8) Adverbs (e.g., comparative forms)		120, 490-493, 736, 738
9) Interjections		746

Competencies and Objectives	Pupil Edition Page References	ATE Page References
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point)		579-581
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)		579
3) Commas (e.g., dates, series, addresses, greeting and closings of letters, quotations, introductory phrases, appositives)		582-590
4) Quotation marks (e.g., quotations, titles of poems)		126, 127, 556, 598, 600
5) Colons (e.g., time, complex sentences, business letters)		596
6) Capitalization		253, 486, 618-626
7) Spell words commonly found in sixth grade level text.		The opportunity to address this objective is available on the following pages: 632, 642, 644-650
8) Produce legible text		The opportunity to address this objective is available throughout the text.

Competencies and Objectives	Pupil Edition Page References	ATE Page References
c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose. 1) Analyze the structure of sentences (e.g., simple, compound, complex).		500-522, 690-701
2) Compose simple, compound, and complex sentences.		500-522, 690-701
3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives , and modifiers .		500-522, 690-701
4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives , and modifiers .		500-522, 690-701



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