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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 7**

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YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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



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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 7

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-, en-, em-, fore-, de- , -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty) to determine and infer the meaning of unfamiliar words.		562, 567-569
b. The student will develop and apply expansive knowledge of words and word meaning to communicate.		560-562, 564-569
c. The student will use grade level appropriate synonyms, antonyms, and homonyms.		561, 563
d. The student will use context to determine the meanings of unfamiliar or multiple meaning words.		562-563, 445-448
e. The student will use context to determine the figurative meanings (e.g., simile, metaphor, personification, hyperbole, idiom) of words and to communicate.		360, 559, 560

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
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, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 283-341, 348-357, 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, 534-541
<p>b. The student will analyze text to infer, justify, draw conclusions, synthesize, or evaluate information.</p> <p>1) Infer the main idea from one or more related texts.</p>		The opportunity to address this objective is available on the following pages: 283-328, 332-335, 363-415
2) Justify inferences about main idea by providing supporting details.		The opportunity to address this objective is available on the following pages: 283-328, 332-335, 363-415
3) Evaluate author's use of sequence for its effect on the text.		The opportunity to address this objective is available on the following pages: 283-341, 534-539, 550-555
4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.		The opportunity to address this objective is available on the following pages: 283-341

Competencies and Objectives	Pupil Edition Page References	ATE Page References
5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.		The opportunity to address this objective is available on the following pages: 283-322
6) Synthesize information stated in one or more texts 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
7) 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: 283-320
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.		305, 332, 333, 377-380, 440, 555
d. The student will analyze interpret, compare, or respond to 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, 334-335, 343-352

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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, irony),		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: 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. Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience. 1) Evaluate use of and distinguish between fact and opinion.		The opportunity to address this objective is available on the following pages: 219-281

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>2) Evaluate the author’s use of tools of persuasion (e.g., air and rebut the other side’s point of view, association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, etc).</p>		<p>The opportunity to address this objective is available on the following pages: 219-281</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 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, 145, 147, 149, 151, 154, 155, 159, 165-170, 202-203, 207, 209, 211, 213, 217, 221, 227-232, 264-265, 269, 271, 273, 275, 281, 285, 291-294, 326-327, 331, 333, 335, 346, 355-356, 379, 387-395, 412, 801-805</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Draft with increasing fluency. 		<p>7, 9, 14, 15, 74, 80-82, 85, 87, 89, 91, 96, 107-112, 140, 145, 147, 149, 151, 154, 155, 160, 171-176, 204, 207, 209, 211, 213, 217, 222, 233-238, 264-265, 269, 271, 273, 275, 281, 286, 295-300, 326-327, 331, 333, 335, 348, 356, 380, 396-404, 413</p>
<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, 85, 87, 91, 96, 113-124, 126, 127, 130-131, 141, 145, 147, 149, 151, 154, 155, 160, 177-188, 190-191, 194-195, 204, 207, 209, 211, 213, 217, 222, 239-250, 252-253, 256-257, 266, 269, 271, 273, 275, 281, 286, 301-312, 314-315, 318-319, 328, 331, 333, 335, 348, 357, 380, 405-406, 768-775</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<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, 85, 87, 89, 91, 96, 125-128, 142, 145, 147, 149, 151, 154, 155, 160, 189-192, 204, 207, 209, 211, 213, 217, 222, 251-254, 266, 269, 271, 273, 275, 281, 286, 313-316, 328, 331, 333, 335, 349, 357, 380, 407-408</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, 59-64, 129, 142, 145, 193, 255, 266, 317, 328, 349, 357, 409, 411-415</p>
<p>b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text.</p>		<p>12, 20, 34, 36, 41, 78, 98, 105, 114-115, 120-121, 124, 130-131, 141, 162, 184-185, 194-195, 204, 224, 246-247, 250, 256-257, 288, 308-309, 312, 318-319, 328, 347, 348, 355, 415, 488, 531, 549, 557, 559</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices, and specific supporting details, containing multiple events with a clear problem and solution. 1) Stories or retellings		93-96, 97-134, 135-142, 150-151, 343-352
2) Narrative poems		353-361
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 utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance. 1) Essays		161-198, 199-204, 223-260, 287-322
2) Presentations		193, 409, 411-415
3) Poems		353-361
4) Functional Texts		146-151, 206-213, 270-273, 274-277

Competencies and Objectives	Pupil Edition Page References	ATE Page References
e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details. 1) Letters		274-275
2) Speeches		423-430
3) Advertisements		90-91
f. The student will compose texts 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) Take notes on important information from sources.		332-333, 391-392, 441-448
4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.		363-415
5) Present the results using a variety of communication techniques.		409
6) Reflect on and evaluate the process.		380, 405-406, 410
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)		470-473, 604, 606, 702-704

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) Verbs, helping verbs, irregular, transitive, and intransitive verbs		473, 480-484, 718-730
3) Verb tense (e.g., present, past, future, perfect)		314, 483-484, 720-726
4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.		190, 508-509, 728
5) Articles and conjunctions		248, 249, 496-498, 553, 732, 744, 746
6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)		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)		490-493, 738
9) Interjections		746, 748
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point)		518, 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)		582-591

Competencies and Objectives	Pupil Edition Page References	ATE Page References
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		374, 375, 486, 618-626, 732
7) Spell words commonly found in seventh grade level text		The opportunity to address this objective is available on the following pages: 642-689
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 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

Competencies and Objectives	Pupil Edition Page References	ATE Page References
4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.		500-522, 690-7011



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