

**WRITE SOURCE © 2006**

**Correlation to the  
Mississippi Curriculum Frameworks  
Language Arts  
Grade 8**



**YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES**

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**Annotated Teacher Edition**  
**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**  
**Language Arts**  
**Grade 8**

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>		
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-, <b>de-after-, auto-, con-, mid-</b> , -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, <b>-ation, -ition, -al, -ial</b> ) to infer the meaning of unfamiliar words in novel texts.		560-561, 564-569
b. The student will develop and apply expansive knowledge of words and word meaning to communicate.		560-561, 564-569
c. The student will use apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts, (e.g., analyzing author’s craft, revising writing, peer editing).		The opportunity to address this objective is available on the following pages: 282-322, 560-561, 563

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.		445-448, 562-563
e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom, <b>humor</b> ) to evaluate author's intent.		The opportunity to address this objective is available on the following pages: 37, 282-322, 360, 560
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 and infer meaning.		The opportunity to address this objective is available on the following pages: 282-335, 369-373
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: 282-322, 469-498
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.</b>		
a. The student will apply knowledge of text features, parts of a book and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts. 1) Text features-bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.		363-374, 445-448, 574-575

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) Parts of a book-appendix, footnotes, etc.		The opportunity to address this objective is available on the following pages: 369
3) Text structures-compare/contrast, order of importance, etc.		The opportunity to address this objective is available on the following pages: 38-39, 534-537
b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information. 1) Infer the implied main idea from one or more related texts.		287, 327, 332-333, 375-378
2) Justify inferences about main idea by providing supporting details.		287, 327, 332-333, 375-378
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: 282-322, 534-537, 551
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: 282-322

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
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: 282-322
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: 282-322
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: 283-322
c. The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, 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: 332-333, 375-378, 391
d. The student will respond to, interpret, compare, critique, or evaluate 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: 283-286, 287-322, 330-331, 351-352

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),		The opportunity to address this objective is available on the following pages: 283-286, 287-322, 330-331, 534-537
3) Literary devices (e.g., imagery, exaggeration, dialogue, irony, <b>sarcasm</b> ),		The opportunity to address this objective is available on the following pages: 558-559
4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and		The opportunity to address this objective is available on the following pages: 360-361
5) Author's purpose (e.g., inform, entertain, persuade).		The opportunity to address this objective is available on the following pages: 35, 283-286, 287-322, 330-331
<p>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.</p> <p>1) Evaluate use of and distinguish between fact and opinion.</p>		The opportunity to address this objective is available on the following pages: 259-260, 457

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>2) Evaluate the author’s use of tools of persuasion (e.g., association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, <b>glittering generalities, false syllogisms</b>, etc).</p>		<p>The opportunity to address this objective is available on the following pages: 240, 457</p>
<p><b>3. The student will express, communicate, evaluate, or exchange ideas effectively.</b></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"> <li>▪ Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).</li> </ul>		<p>7, 8, 13, 73, 78-79, 85, 87, 89, 91, 95, 101-106, 138-139, 145, 147, 149, 151, 155, 159, 165-170, 202-203, 207, 209, 211, 213, 217, 221, 227-232, 264-265, 269, 271, 273, 275, 281, 285, 291-294, 324, 331, 333, 335, 346-348, 355-356, 377, 386-394, 412, 530, 532-537, 544-553, 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"> <li>▪ Draft with increasing fluency.</li> </ul>		<p>7, 8, 14-15, 74, 80-82, 85, 87, 89, 91, 96, 107-112, 140, 145, 147, 149, 151, 155, 160, 171-176, 204, 207, 209, 211, 213, 217, 221, 233-238, 266, 269, 271, 273, 275, 281, 286, 295-300, 327, 331, 333, 335, 348, 356, 378, 395-404, 413, 530, 538-539, 552-553</p>
<p>3) <u>Revising</u></p> <ul style="list-style-type: none"> <li>▪ Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric.</li> </ul>		<p>7, 9, 16-21, 50-51, 74, 82, 85, 87, 89, 91, 96, 113-124, 130-131, 141, 145, 147, 149, 151, 160, 177-188, 194-195, 204, 207, 209, 211, 213, 217, 222, 239-250, 256-257, 266, 281, 286, 301-312, 318-319, 328, 349, 357, 378, 405-406, 413, 468-541, 556-561, 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"> <li>▪ Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.</li> </ul>		<p>7, 9, 22-23, 29-32, 50-51, 74, 82, 85, 87, 89, 91, 96, 125-128, 130-131, 142, 145, 147, 149, 151, 155, 160, 189-192, 194-195, 204, 207, 209, 211, 213, 217, 222, 251-254, 256-257, 266, 281, 286, 313-316, 318-319, 328, 349, 357, 378, 407-408, 413, 530, 579-651, 761-762, 768-775</p>
<p>5) <u>Publishing/Sharing</u></p> <ul style="list-style-type: none"> <li>▪ Share writing with others formally and informally.</li> </ul>		<p>7, 9, 24-25, 57-64, 129, 142, 193, 255, 317, 328, 357, 409</p>
<p>b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive text.</p>		<p>37, 92-155, 156-217, 218-281, 519-520, 531-539</p>
<p>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.</p> <p>1) Stories or retellings</p>		<p>71-82, 92-155, 343-352</p>
<p>2) Narrative poems</p>		<p>The opportunity to address this objective is available on the following pages: 355-361</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) Plays		NA
4) Video narratives		NA
5) Power Point presentations		The opportunity to address this objective is available on the following pages: 411-415
<p>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.</p> <p>1) Essays</p>		161-198, 199-204
2) Presentations		411-415, 423-430
3) Poems		The opportunity to address this objective is available on the following pages: 355-361
4) Functional Texts		86-87, 90-91, 150-151, 208-209, 210-211, 212-213, 404
<p>e. The student will compose persuasive text with a clear problem and solution, utilizing effective organization, transitions, vivid word choices, and specific supporting details.</p> <p>1) Letters</p>		268-269, 274-275

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
2) Speeches		223-260
3) Advertisements		NA
f. The student will compose texts of a variety of modes based on inquiry and research. 1) Generate questions.		36, 389
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.		363-373, 388-389
3) Take notes on important information from sources.		390-394
4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.		395-404
5) Present the results using a variety of communication techniques.		409, 411-415
6) Reflect on and evaluate the process.		410
<b>4. The student will apply Standard English to communicate.</b>		
a. The student will use Standard English grammar in composing or editing. 1) Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)		470-473, 702-704, 630, 632
2) Verbs (e.g., helping verbs, irregular, transitive, and intransitive verbs)		480-485, 718-730
3) Verb tense (e.g., present, past, future, perfect)		482-483, 720-726
4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.		126, 127, 508-509, 728

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
5) Subordinate and coordinate conjunctions		186, 191, 496-498, 504, 516, 517, 553, 590, 744, 746
6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)		79, 486-489, 732, 734
7) Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite)		474-479, 706-714
8) Use adverbs correctly (e.g., comparative forms)		490-493, 594, 736, 738, 748
9) Infinitives, gerunds, and participles		43, 123, 485, 514, 520, 730
b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point)		579-583
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
4) Quotation marks (e.g., quotations, titles of poems)		598-601
5) Colons (e.g., time, complex sentences, business letters)		596-597
6) Capitalization		618-627
7) Spell words commonly found in seventh grade level text		642-651

<b>Competencies and Objectives</b>	<b>Pupil Edition Page References</b>	<b>ATE Page References</b>
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).		499-522, 690-701
2) Compose simple, compound, and complex sentences.		499-522, 690-701
3) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.		499-522
4) Compose sentences using descriptive adjectives, adverbs, prepositional phrases, appositives, and modifiers.		499-522
5) Analyze sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.		512, 522, 599
6) Compose sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.		512, 522, 599



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