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



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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



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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
First Grade

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
1. The student will use word recognition and vocabulary (word meaning) skills to communicate.		
a. The student will apply knowledge of concepts about print. 1) Point to words in text when reading aloud about matching spoken words to print.	The opportunity to address this objective is available on the following pages: 140-159	The opportunity to address this objective is available on the following pages: 140-159
2) Distinguish between uppercase and lowercase letters.	275-277	275-277
3) Identify and use title page, title, author, illustrator, and table of contents of a book.	184-185	275-277
4) Point to words in a text when reading aloud, matching spoken words to print.	The opportunity to address this objective is available on the following pages: 140-159	The opportunity to address this objective is available on the following pages: 140-159

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>b. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are <u>oral</u> skills. Once the skills are paired with print, they become phonics activities.</p> <p>1) Identify and produce rhyming words orally that include consonant blends and digraphs (e.g., flat/splat, trap/snap, sing/ring).</p>	158, 177	158, 177
<p>2) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in “bi-cy-cle,” bas + ket + ball = basketball, telephone = tel + e + phone).</p>	NA	NA
<p>3) Identify and count the number of syllables in a spoken word.</p>	NA	NA
<p>4) Identify orally beginning, final, and medial sounds in one-syllable words (e.g. /ch/ in chat, /sh/ in wish, /e/ in read).</p>	NA	NA
<p>5) Distinguish short and long vowel sounds in spoken one-syllable words (e.g., bit/bite, hop/hope).</p>	NA	NA
<p>6) <u>Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /a/ /t/ = bat, treat = /t/ /r/ /e/ /t/).</u></p>	NA	NA
<p>7) Blend and segment sounds in spoken words containing initial and final blends.</p>	The opportunity to address this objective is available on the following pages: 202-203	The opportunity to address this objective is available on the following pages: 202-203
<p>8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat” = at).</p>	NA	NA

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>c. The student will use word recognition skills.</p> <p>1) <u>Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.</u></p> <p>Examples: Consonant blends: /fl/, /tr/, /sl/, /sm/, /sn/, /bl/, /gr/, and /str/ Consonants digraphs: /sh/, /wh/, /ch/, /th/, /ng/, /ck/ Short vowel patterns: CVC = pat, sit, mug Long vowel patterns: CV = me, be, no; CVCV (final e)=make, hide, cute</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>
<p>2) Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.</p> <p>Examples: Vowel digraphs: /oa/ in road, /ea/ in read Diphthongs: /oi/, /oy/, /ou/, /ow/, /ew/ R-controlled: er = /r/ in fern; ir = /r/ in bird; ur = /r/ in turn</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>
<p>3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).</p>	<p>NA</p>	<p>NA</p>
<p>4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.)</p>	<p>The opportunity to address this objective is available on the following pages: 279-283</p>	<p>The opportunity to address this objective is available on the following pages: 279-283</p>
<p>5) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.</p>	<p>NA</p>	<p>NA</p>
<p>6) Identify simple compound words (e.g., dog + house = doghouse).</p>	<p>NA</p>	<p>NA</p>
<p>7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't)</p>	<p>236-237, 276</p>	<p>236-237, 276</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>8) Read 100 to 200 high frequency and/or irregularly spelled words. <u>A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.</u></p>	<p>The opportunity to address this objective is available on the following pages: 279-283</p>	<p>The opportunity to address this objective is available on the following pages: 279-283</p>
<p>d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant + e, consonant plus le) to analyze words.</p>	<p>NA</p>	<p>NA</p>
<p>e. The student will begin to identify and use roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words.</p>	<p>NA</p>	<p>NA</p>
<p>f. The student will develop and apply knowledge of words and word meanings to communicate. 1) Identify and sort pictures and words into basic categories.</p>	<p>300-311</p>	<p>300-311</p>
<p>2) Recognize and explain word relationships within categories of words.</p>	<p>300-311</p>	<p>300-311</p>
<p>g. The student will begin to identify and use synonyms, antonyms, and homonyms.</p>	<p>287</p>	<p>287</p>
<p>h. The student will use context to determine the meanings of unfamiliar or multiple meaning words.</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>	<p>The opportunity to address this objective is available on the following pages: 142-159</p>
<p>i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, personal dictionary, elementary dictionary, teacher and/or peer as a resource).</p>	<p>186-187, 256-257</p>	<p>186-187, 256-257</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity.		
a. The student will use text features, parts of a book, and text structures to analyze text. 1) Text features – titles, illustrations, headings, graphs , etc.	262-263	262-263
2) Parts of a book – title page, title, author, illustrator, table of contents , glossary, etc.	184-185	184-185
3) Text structures- fiction, nonfiction, description, sequential order , etc.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
b. The student will understand, infer, and make simple predictions. 1) <u>Answer and generate who, what, when, where, why, and how questions.</u>	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
2) <u>Answer and generate questions about characters, settings, and events.</u>	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Make simple inferences based on information from narrative and/or informational text.	The opportunity to address this objective is available on the following pages: 142-159, 188-199	The opportunity to address this objective is available on the following pages: 142-159, 188-199
4) Identify the main idea of a simple story or topic of an informational text.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
5) Make a prediction about narrative or informational text and confirm or revise the prediction.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
6) Use key words in text to justify predictions.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. 1) Retell a story including characters, setting, and important events.	142-149, 202-203	142-149, 202-203

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
2) Retell the correct sequence of events in narrative and/or informational text.	The opportunity to address this objective is available on the following pages: 142-159, 202-203	The opportunity to address this objective is available on the following pages: 142-159, 202-203
<p>d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence.</p> <p>1) Interpret text through moving, drawing, speaking, acting, or singing.</p>	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
2) Make connections between self and text or text and text after sharing text or reading text independently.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
3) Compose visual images based on text.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) Identify favorite passages.	The opportunity to address this objective is available on the following pages: 142-159	The opportunity to address this objective is available on the following pages: 142-159
3. The student will express, communicate, or evaluate ideas effectively.		
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit. <ol style="list-style-type: none"> 1) <u>Planning</u> <ul style="list-style-type: none"> ▪ Use graphic organizers to generate and organize ideas. 	14, 16-17, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191	14, 16-17, 66-69, 88-91, 112-115, 134, 144-145, 152-153, 166, 172-173, 190-191
2) <u>Drafting</u> <ul style="list-style-type: none"> ▪ Put thoughts on paper using words and sentences. 	18, 19, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195	18, 19, 70-71, 92-93, 116-117, 135, 146, 154, 167, 174, 192-195
3) <u>Revising</u> <ul style="list-style-type: none"> ▪ Revise compositions by clarifying and adding details. 	14, 20-21, 59, 72-73, 94-95, 118-119, 136, 147, 155, 168, 175, 196-197	14, 20-21, 59, 72-73, 94-95, 118-119, 136, 147, 155, 168, 175, 196-197
4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Edit for capitalization and punctuation. 	14, 22-23, 35, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 270-277	14, 22-23, 35, 59, 74-75, 96-97, 120-121, 137, 148, 156, 168, 175, 198-199, 270-277

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> ▪ Share compositions by displaying, retelling, and/or reading ideas. 	14, 24-25, 38-39, 69, 76-78, 122-124, 98-100, 138, 176-177, 198, 199, 149, 157, 169	14, 24-25, 38-39, 69, 76-78, 122-124, 98-100, 138, 176-177, 198, 199, 149, 157, 169
b. The student will compose a description of a person, place, or thing. 1) Compose drawings/visual images and orally describe.	62-81	62-81
2) Compose oral and written descriptions of a familiar person, place, or thing.	62-81	62-81
c. The student will compose a narrative text with a beginning, middle, and end. 1) Compose retellings/stories with a beginning, middle, and end.	84-105, 162-169	84-105, 162-169
2) Compose drawings/visual images to tell stories with a beginning, middle and end.	84-105, 162-169	84-105, 162-169
d. The student will compose informational text with a main idea and supporting details. 1) Reports	188-199	188-199
2) Letters, thank you notes invitations.	102	102
3) Functional texts (e.g., labels, directions, shopping lists, etc.)	108-129, 208-211	108-129, 208-211
4. The student will use Standard English to communicate.		
a. The student will use Standard English grammar. 1) Begin to use nouns.	220-223, 234-235, 278, 291-292	220-223, 234-235, 278, 291-292
2) Begin to use verbs.	228-235, 294-296, 289	220-223, 234-235, 278, 291-292

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Begin to use articles and conjunctions.	NA	NA
4) Begin to use adjectives.	238-239, 297	238-239, 297
5) Begin to use pronouns.	223-227, 293	223-227, 293
b. The student will use Standard English mechanics to compose or edit. 1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation point)	55, 270-271	55, 270-271
2) Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year)	270	270
3) Begin to use commas (e.g., contractions)	272-273	272-273
4) Begin to use apostrophes (e.g., contractions)	236, 274	236, 274
5) Begin to use colon in notation of time	NA	NA
6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun “I”)	53, 276-277, 288	53, 276-277, 288
7) Spell words commonly found in first grade level text.	The opportunity to address this objective is available on the following pages: 186-187, 257, 279-283, 298-311	The opportunity to address this objective is available on the following pages: 186-187, 257, 279-283, 298-311

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
8) Develop handwriting skills. -Position paper in order to write in a left to right progression moving from top to bottom on the page. -Write first and last name legibly. -Write lower case and uppercase letters legibly. -Write words and sentences legibly using proper spacing.	The opportunity to address this objective is available throughout the text.	The opportunity to address this objective is available throughout the text.
c. The student will use varied sentence structures. 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).	42-55, 288-290	42-55, 288-290
2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative, question, exclamatory/strong feeling).	42-55, 288-290	42-55, 288-290
3) Compose simple sentences.	42-55, 288-290	42-55, 288-290



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