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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 10**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 10

Competencies and Objectives	Pupil Edition Page References	ATE Page References
1. The student will develop and apply expansive knowledge of words and word meanings to communicate.		
a. The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meaning from these relationships.		600
b. The student will analyze word choice and diction including formal and informal language, to determine the author's purpose.		The opportunity to address this objective is available on the following pages: 48-49, 114-115, 170-171, 224-225, 255-311, 337, 388, 403, 473-482, 548

Competencies and Objectives	Pupil Edition Page References	ATE Page References
c. The student will use analyze figurative language (e.g., metaphors, similes, hyperboles, personification, oxymoron, idioms, etc.) in multiple texts to evaluate the effect on setting, tone, theme, and mood.		The opportunity to address this objective is available on the following pages: 255-311, 340-341, 473-482, 535, 539, 544, 672-677
d. The student will analyze text to determine authors' purposes for using connotative or denotative words.		The opportunity to address this objective is available on the following pages: 280, 255-311
2. The student will comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.		
a. The student will apply understanding of text features (e.g., introduction, bibliography, prologue, charts, graphics, footnotes, preface, afterword, sidebars, etc.) to verify, support, or clarify meaning.		The opportunity to address this objective is available on the following pages: 349-354, 471, 475-476
b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA) to produce or present a summary of findings from multiple sources.		343-354, 483-490

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>c. The student will recognize text organizational structures (e.g., description, comparison and contrast, sequential order, cause and effect, order of importance, spatial order, process/procedural, problem/solution) and analyze their effect on theme, author’s purpose, etc.</p>		<p>The opportunity to address this objective is available on the following pages: 243, 473-482, 571-574, 255-294</p>
<p>d. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.</p>		<p>The opportunity to address this objective is available on the following pages: 255-311, 472-482</p>
<p>e. The student will analyze (e.g., interpret, compare, contrast, evaluate, etc.) literary elements in multiple texts from a variety of genres and media for their effect on meaning.</p> <p>1) Literary Text and Literary Non-fiction</p> <ul style="list-style-type: none"> ▪ Short stories, novels, biographies, autobiographies, narrative essays (e.g., character, setting, plot, conflict, theme, mood, tone, point of view, allusion, figurative language, irony, symbolism, imagery, language/word choice, foreshadowing, flashback, etc.) ▪ Poetry (e.g., structure, language, theme, setting, persona, conflict, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) ▪ Drama (e.g., character, structure, techniques, [soliloquy], mood tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.) 		<p>The opportunity to address this objective is available on the following pages: 126-127, 255-311, 473-482</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
2) Informational Texts <ul style="list-style-type: none"> ▪ Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.) 		The opportunity to address this objective is available on the following pages: 182-183, 423-430
f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.		414-415, 423-430, 434-435, 483-490
g. The student will distinguish fact from opinion in different media. <ol style="list-style-type: none"> 1) TV ads 		The opportunity to address this objective is available on the following pages: 332
2) Billboards		NA
3) Essays		The opportunity to address this objective is available on the following pages: 201-238
4) Editorials		The opportunity to address this objective is available on the following pages: 239-246
5) TV commentary		NA
6) Political speeches		NA

Competencies and Objectives	Pupil Edition Page References	ATE Page References
7) Literary non-fiction		The opportunity to address this objective is available on the following pages: 304-311
8) Letters to the Editor		The opportunity to address this objective is available on the following pages: 250-252
3. The student will produce, analyze, and evaluate effective communication.		
<p>a. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing).</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> ▪ Determine audience ▪ Determine purpose ▪ Generate ideas ▪ Address prompt/topic ▪ Organize ideas ▪ Compose a clearly stated thesis 		9, 10, 15-17, 35, 95-100, 132-133, 138-139, 143, 151-156, 188-189, 194-195, 199, 207-210, 242-243, 248-249, 253, 261-266, 296-297, 311, 318, 327-329, 335-336, 364-372, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 486, 515, 519, 582-599, 833-839

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Formulate introduction, body, and conclusion ▪ Create paragraphs (minimally five paragraphs) ▪ Use various sentence structures ▪ Use paraphrasing for reports and documented text 		<p>9, 10, 18-19, 36, 101-106, 134, 140-141, 143, 157-162, 190, 196-197, 199, 211-216, 244, 250-251, 253, 266-272, 298-309, 311, 319, 330, 336, 373-384, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 486, 515, 519, 595-597</p>
<p>3) <u>Revising</u></p> <ul style="list-style-type: none"> ▪ Revise for clarity and coherence [consistent point of view (first person, third person), tone transition, etc] ▪ Add and delete information and details (for audience, for purpose, for unity) ▪ Use precise language (appropriate vocabulary, concise wording, action verbs, sensory details, colorful modifiers, etc.) [NOTE: figurative language (simile, metaphor, personification, hyperbole, symbolism, imagery, irony, oxymoron, paradox, etc.), stylistic devices (alliteration, assonance, onomatopoeia, rhyme, rhythm, repetition, etc.) used with appropriate (or specific) mode/audience]. ▪ Use available resource (reference materials, technology, etc.) 		<p>9, 11, 20-25, 37, 55-60, 107-118, 135, 152, 153, 163-174, 191, 198, 199, 217-228, 245, 252, 253, 267, 273-284, 310, 311, 320, 331, 337, 385-388, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 486, 515, 519, 532-579, 592-593, 600-601, 674-678, 784-795</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
<p>4) <u>Editing</u></p> <ul style="list-style-type: none"> ▪ Proofread to correct errors ▪ Apply tools to judge quality (rubric, checklist, feedback, etc.) 		<p>9, 11, 26-27, 38, 61-72, 119-122, 124-127, 136, 142, 143, 175-178, 180-183, 192, 198, 199, 229-232, 234-237, 246, 252, 253, 285-288, 290-293, 310, 311, 320, 331, 337, 389-392, 410, 412, 414, 420, 422, 424, 434, 436, 438, 440, 446, 448, 450, 456, 458, 486, 515, 519, 604-671, 777-778, 784-795</p>
<p>5) <u>Publishing</u></p> <ul style="list-style-type: none"> ▪ Proofread final text ▪ Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.) 		<p>9, 11, 28-30, 38, 73-72, 123, 136, 179, 192, 233, 246, 289, 337, 392</p>
<p>b. The student will compose a response in the narrative mode clearly relating an event, telling explicitly what happened within a time frame defined by the event.</p>		<p>89-128, 129-136</p>
<p>c. The student will compose responses to literature, position papers, and expository essays in the informative mode clearly expressing a main idea thoroughly developed by relevant supporting details, which are well-elaborated and sufficient in number.</p>		<p>145-192, 254-311, 416</p>

Competencies and Objectives	Pupil Edition Page References	ATE Page References
d. The student will compose persuasive tests for different audiences using facts and opinions. 1) TV ads		The opportunity to address this objective is available on the following pages: 332
2) Commercials		The opportunity to address this objective is available on the following pages: 332
3) Billboards		NA
4) Catalog descriptions		NA
5) Editorials		239-246
e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.		355-392
4. The student will use Standard English grammar, mechanics, and sentence structure to communicate.		
a. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. 1) Progressive tense		NA
2) Active and passive voice		722

Competencies and Objectives	Pupil Edition Page References	ATE Page References
3) Avoiding ambiguous pronoun		The opportunity to address this objective is available on the following pages: 536-537, 756
b. The student will analyze the appropriate use of advanced mechanics in composing or editing. 1) Capitalize regions of countries		650
2) Commas with parenthetical expressions as interrupters		612
3) Commas to clarify meaning		616
c. The student will manipulate sentence structure to achieve a purpose such as clarification, definition, or emphasis in composing or editing. 1) Parallel structure of sentences using participial and infinitive phrases and adverb and adjective clauses as modifiers; noun clauses as subjects, direct and indirect objects, predicate nominatives, or objects of the preposition		601
2) Avoiding misplaced modifiers to ensure clarity		NA
3) Using subordination to express the relationship between two unequal ideas within a single sentence		546, 744
4) Correct and appropriate placement of correlative conjunctions		734



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