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



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 10

Competencies and Objectives	Pupil Edition Page References	Teacher Edition 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.	The opportunity to address this objective is available on the following pages: 362, 373-384, 387	The opportunity to address this objective is available on the following pages: 101-102, 105-106, 107-108
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: 22, 24, 70, 245-261, 373-384	The opportunity to address this objective is available on the following pages: 39-40, 49-50, 83-84, 105-106

Competencies and Objectives	Pupil Edition Page References	Teacher Edition 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: 245-261, 373-384	The opportunity to address this objective is available on the following pages: 83-84, 105-106
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: 117, 245-261, 373-384	The opportunity to address this objective is available on the following pages: 59-60, 83-84, 373-384
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: 245-261, 365, 373-384	The opportunity to address this objective is available on the following pages: 83-84, 101-102, 373-384
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.	The opportunity to address this objective is available on the following pages: 339-365, 421-422	The opportunity to address this objective is available on the following pages: 97-102, 113-114

Competencies and Objectives	Pupil Edition Page References	Teacher Edition 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: 105-108, 245-261, 373-384</p>	<p>The opportunity to address this objective is available on the following pages: 57-58, 83-84, 105-106</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: 245-261, 373-384</p>	<p>The opportunity to address this objective is available on the following pages: 83-84, 105-106</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: 245-261, 373-374, 382-384</p>	<p>The opportunity to address this objective is available on the following pages: 83-84, 105-106</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition 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: 375-381	The opportunity to address this objective is available on the following pages: 105-106, 188, 190
f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.	The opportunity to address this objective is available on the following pages: 421-422	The opportunity to address this objective is available on the following pages: 113-114
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: 477-478, 484	The opportunity to address this objective is available on the following pages: 121-122, 123-124
<ol style="list-style-type: none"> 2) Billboards 	The opportunity to address this objective is available on the following pages: 477-478	The opportunity to address this objective is available on the following pages: 121-122
<ol style="list-style-type: none"> 3) Essays 	The opportunity to address this objective is available on the following pages: 198-207, 208-209, 214-215, 217-221, 222-231, 477-478	The opportunity to address this objective is available on the following pages: 77-78, 121-122

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) Editorials	The opportunity to address this objective is available on the following pages: 210-211	The opportunity to address this objective is available on the following pages: 77-78
5) TV commentary	The opportunity to address this objective is available on the following pages: 477-478, 480-481	The opportunity to address this objective is available on the following pages: 121-122, 123-124
6) Political speeches	NA	NA
7) Literary non-fiction	The opportunity to address this objective is available on the following pages: 373-381, 477-478	The opportunity to address this objective is available on the following pages: 105-106, 121-122
8) Letters to the Editor	The opportunity to address this objective is available on the following pages: 477-478	The opportunity to address this objective is available on the following pages: 121-122
3. The student will produce, analyze, and evaluate effective communication.		

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<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 	<p>5, 10-11, 28, 41-52, 105-108, 136, 140, 147, 152, 158, 164, 174-177, 184, 186, 188, 191, 194, 198-200, 208, 210, 212, 214, 217, 222-225, 234, 240, 246, 265-269, 324, 330, 332, 334, 336, 466, 467</p>	<p>45-46, 142</p>
<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>5, 12-13, 28, 53-58, 136, 141, 147, 152, 158, 165, 178, 184, 186, 188, 191, 194, 201-202, 208, 210, 212, 214, 218, 226, 234, 240, 246, 270-271, 324, 330, 332, 334, 336, 466, 467</p>	<p>47-48</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>6, 14-17, 29, 59-72, 73-78, 136, 142, 147, 152, 158, 165, 179, 194, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 246, 271, 324, 330, 332, 334, 336, 466, 467</p>	<p>49-50, 143, 173-184</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Proofread to correct errors ▪ Apply tools to judge quality (rubric, checklist, feedback, etc.) 	6, 18-19, 29, 79-83, 136, 142, 147, 152, 158, 165, 179, 184, 186, 188, 191, 194, 203, 208, 210, 212, 214, 218, 227, 234, 240, 247, 272, 324, 330, 332, 334, 336, 466, 467, 487-522	53-54, 125-132, 143, 173-182
5) <u>Publishing</u> <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.) 	6, 20, 30, 33-39, 165, 203	43-44, 143
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.	139-149	69-70
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.	173-196, 221-231, 232-261	75-76, 77-78, 79-83
d. The student will compose persuasive tests for different audiences using facts and opinions. 1) TV ads	NA	NA
2) Commercials	NA	NA
3) Billboards	NA	NA
4) Catalog descriptions	NA	NA

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
5) Editorials	210-211	77-78
e. The student will research a topic comparing and/or contrasting information from a variety of sources to present findings.	197-206	77-78
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	NA
2) Active and passive voice	541	127-128
3) Avoiding ambiguous pronoun	89	55-56
b. The student will analyze the appropriate use of advanced mechanics in composing or editing. 1) Capitalize regions of countries	508	127-128
2) Commas with parenthetical expressions as interrupters	492	127-128
3) Commas to clarify meaning	493	127-128
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	94, 464	55-56, 127-128
2) Avoiding misplaced modifiers to ensure clarity	90	55-56

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Using subordination to express the relationship between two unequal ideas within a single sentence	548	127-128
4) Correct and appropriate placement of correlative conjunctions	95, 548	55-56, 127-128



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