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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 9**



YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 9

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, 386-387	The opportunity to address this objective is available on the following pages: 101-102, 105-106, 107-108, 203-204
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, 105-106
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: 365, 245-261, 373-384	The opportunity to address this objective is available on the following pages: 83-84, 101-102, 105-106
b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA).	The opportunity to address this objective is available on the following pages: 339-365	The opportunity to address this objective is available on the following pages: 97-102

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
<p>c. The student will recognize text structures (e.g., description, comparison and contrast, sequential order, cause and effect, spatial order, process/procedural) 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: 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>
<p>2) Informational Texts</p> <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.) 	<p>The opportunity to address this objective is available on the following pages: 375-381</p>	<p>The opportunity to address this objective is available on the following pages: 105-106, 188, 190</p>

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
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: 373-381, 421-422	The opportunity to address this objective is available on the following pages: 105-106, 113-114
g. The student will distinguish fact from opinion in different media. 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
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
3) Essays	The opportunity to address this objective is available on the following pages: 198-207, 208-207, 214-215, 217-221, 222-231, 477-478	The opportunity to address this objective is available on the following pages: 77-78, 121-122
4) Literary non-fiction	The opportunity to address this objective is available on the following pages: 245-261, 373-381, 477-478	The opportunity to address this objective is available on the following pages: 83-84, 105-106, 121-122

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
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
3. The student will produce, analyze, and evaluate effective communication.		
<p>a. The student will utilize, analyze, or evaluate the composing process (e.g., 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 	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	45-46, 142
<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 	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	47-48, 142-143

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) <u>Revising</u> <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.) <p>[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].</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	49-50, 143, 173-184
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

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
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	The opportunity to address this objective is available on the following pages: 484	123-124
3) Billboards	NA	NA
4) Catalog descriptions	NA	NA
5) Editorials	210-211	77-78
6) The student will research a topic comparing and/or contrasting information from a variety of sources to presents findings.	The opportunity to address this objective is available on the following pages: 197-206	The opportunity to address this objective is available on the following pages: 77-78
4. The student will apply Standard English to communicate.		
a. The student will analyze text to justify the appropriate use of advanced grammar in composing or editing. 1) Past perfect and future perfect tenses	542-543	127-128
2) Active or passive voice	541	127-128

Competencies and Objectives	Pupil Edition Page References	Teacher Edition Page References
3) Pronoun-antecedent voice	81, 535, 560	127-128
b. The student will analyze the appropriate use of advanced mechanics in composing or editing. 1) Capitalize regions of countries	508	127-128
2) Semicolons to separate items in a series when items include commas	494	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
3) Using subordination to express the relationship between two unequal ideas within a single sentence	548	127-128



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