

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 9
Vocabu-Lit Level I

1. The student will develop and apply expansive knowledge of words and word meanings to communicate.	Pupil Edition Page References	Teacher Edition Page References
a. The student will analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms) and infer word meanings from these relationships.	3, 31, 57, 89, 103, 111	
b. The student will analyze word choice and diction including formal and informal language, to determine the author’s purpose.	NA	
c. The student will 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.	NA	
d. The student will analyze text to determine authors’ purposes for using connotative or denotative words.	NA	
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.	NA	
b. The student will apply understanding of electronic text features to gain information or research a topic using electronic libraries (e.g., MAGNOLIA).	NA	
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.	NA	
d. The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author’s purpose.	NA	

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.	Pupil Edition Page References	Teacher Edition Page References
1) Literary Text and Literary Non-fiction -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 [e.g., soliloquy], mood, tone, conflict, imagery, allusion, figurative language, language/word choice, foreshadowing, etc.)	NA	
2) Informational Texts -Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	NA	
f. The student will analyze or evaluate texts to synthesize responses for summary, précis, explication, etc.	NA	
g. The student will distinguish fact from opinion in different media.		
1) TV ads	NA	
2) Billboards	NA	
3) Essays	NA	
4) Literary non-fiction	NA	
5) TV commentary	NA	
3. The student will produce, analyze, and evaluate effective communication.		
a. The student will utilize, analyze, or evaluate the composing process (planning, drafting, revising, editing, publishing)		
1) Planning: <ul style="list-style-type: none"> • Determine audience • Determine purpose • Generate ideas • Address prompt/topic • Organize ideas • Compose a clearly stated thesis 	NA	
2) Drafting: <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 	NA	

	Pupil Edition Page References	Teacher Edition Page References
3) Revising: <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]. <ul style="list-style-type: none"> • Use available resources (reference materials, technology, etc.) 	NA	
4) Editing: <ul style="list-style-type: none"> • Proofread to correct errors • Apply tools to judge quality (rubric, checklist, feedback, etc.) 	NA	
5) Publishing: <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.) 	NA	
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.	NA	
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.	NA	
d. The student will compose persuasive texts for different audiences using facts and opinions.		
1) TV ads	NA	
2) Commercials	NA	
3) Billboards	NA	
4) Catalog descriptions	NA	
5) Editorials	NA	

4. The student will use standard English grammar, mechanics, and sentence structure to communicate.	Pupil Edition Page References	Teacher Edition Page References
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	NA	
2) Active and passive voice	NA	
3) Pronoun-antecedent agreement	NA	
b. The student will analyze the appropriate use of advanced mechanics in composing or editing.		
1) Capitalize regions of countries	NA	
2) Semicolons to separate items in a series when items include commas	NA	
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	NA	
2) Avoiding misplaced modifiers to ensure clarity	NA	
3) Using subordination to express the relationship between two unequal ideas within a single sentence	NA	

All competencies and suggested objectives must be listed even though you may not correlate to the competencies and/or objectives. Please write "NA" in the page reference.

- If you have an annotated teacher edition, then you may correlate to that one book as it contains both the pupil and teacher edition. Please indicate that you are correlating to the ATE.
- If you have a series of books that are being submitted, please do a correlation for each book. Each book's correlation should stand-alone.