

Mississippi Curriculum Frameworks (Grade 9)

This chart correlates the Mississippi Curriculum Frameworks to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
1.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. (DOK 2)	Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking
1.b 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. (DOK 3)	Chapter 21 Writing About Literature
1.c The student will analyze word choice and diction including formal and informal language, to determine the author's purpose. (DOK 3)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.d The student will analyze text to determine how the author's (or authors') use of connotative words reveals and/ or affects the purpose of the text. (DOK 3)	Chapter 28 Vocabulary Power
2.c The student will make inferences based on textual evidence of details, organization, and language to predict, draw conclusions, or determine author's purpose. (DOK 3)	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.d.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.)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.d.2 Informational Texts: Exposition, argumentation (e.g., language, point of view, structure, irony, symbolism, allusion, figurative language, imagery, language/word choice, etc.)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
2.e The student will analyze or evaluate texts to synthesize responses for summary, precis, explication, etc. (DOK 3)	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
2.f The student will distinguish fact from opinion in different media (TV ads, Billboards, Essays, Literary non-fiction, TV commentary). (DOK 2)	Chapter 29 Critical Thinking
3.a.1 Planning: Determine audience. Determine purpose. Generate ideas. Address prompt/topic. Organize ideas. Compose a clearly stated thesis.	Chapter 27 Speeches and Presentations

Standard	Chapter(s)
<p>3.a.2 Drafting: Formulate introduction, body, and conclusion. Create paragraphs (minimally five paragraphs). Use various sentence structures. Use paraphrasing for reports and documented text.</p>	<p>Chapter 2 The Sentence Base Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 16 Writing Powerful Paragraphs Chapter 18 Personal Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>3.a.3 Revising: 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.). Use available resources (reference materials, technology, etc.).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>3.a.4 Editing: Proofread to correct errors. Apply tools to judge quality (rubric, checklist, feedback, etc.).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>3.a.5 Publishing: Proofread final text. Prepare final text (PowerPoint, paper, poster, display, oral presentation, writing portfolio, personal journal, classroom wall, etc.).</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>3.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. (DOK 3)</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>

Standard	Chapter(s)
<p>3.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. (DOK 3)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 21 Writing About Literature</p>
<p>3.d The student will compose persuasive texts for different audiences using facts and opinions (TV ads; Commercials; Billboards; Catalog descriptions; Editorials). The student will research a topic comparing and/or contrasting information from a variety of sources to present findings. (DOK 3)</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>4.a.1 Verb tenses [including purpose] (present perfect, past perfect, future perfect; emphatic [present and past])</p>	<p>Chapter 5 Using Verbs Chapter 7 Subject/Verb Agreement</p>
<p>4.a.2 Active and passive voice</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing</p>
<p>4.a.3 Pronoun-antecedent agreement</p>	<p>Chapter 1 The Parts of Speech Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement</p>
<p>4.a.4 Objective complements</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>4.a.5 Subject-verb agreement (in sentences containing collective nouns, indefinite pronouns, compound</p>	<p>Chapter 7 Subject/Verb Agreement</p>
<p>4.b.1 Capitalize regions of countries</p>	<p>Chapter 9 Capitalization Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>4.b.2 Semicolons to separate items in a series when items include commas</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>4.b.3 Commas to avoid misreading</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>4.b.4 Coordinate adjectives</p>	<p>Chapter 1 The Parts of Speech Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences</p>
<p>4.b.5 Single quotation marks to identify quotes-within-quotes.</p>	<p>Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>4.c.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.</p>	<p>Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences Chapter 28 Vocabulary Power</p>

Standard	Chapter(s)
<p>4.c.2 Avoiding misplaced modifiers to ensure clarity.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 6 Using Pronouns Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 31 Study Skills and Test-taking</p>
<p>4.c.3 Using subordination to express the relationship between two unequal ideas within a single sentence.</p>	<p>Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences</p>