

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 8
Focus on Reading Strategies Level H

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.	Pupil Edition Page References	Teacher Edition Page References
a. The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super, semi-, com-, ex-, il-, mid-, under-, sub-, en-, em-, fore-, de-, after-, auto-, con-, mid-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious, -ance, -ence, -ive, -en, -ative, -tive, -ible, -ty, -ation, -ition, -al, -ial) to infer meaning of unfamiliar words in novel texts.	117-119, 136-137	NA
b. The student will develop and apply expansive knowledge of words and word meaning to communicate.	Entire Book	NA
c. The student will apply knowledge of synonyms, antonyms, and homonyms to evaluate word choices in a variety of texts (e.g., analyzing author’s craft, revising writing, peer editing).	28, 117-119	NA
d. The student will use context clues to infer the meanings of unfamiliar words or phrases in unfamiliar grade level appropriate text.	11, 28, 42-43, 64-65, 93, 103, 136-137	19
e. The student will apply knowledge of figurative language (e.g., simile, metaphor, personification, hyperbole, idiom, humor) to evaluate author’s intent.	42-43, 83, 117-119	NA
f. The student will apply knowledge of reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to evaluate word choice in a variety of texts (e.g., revise writing, peer editing) and to determine and infer meaning.	11, 18, 28, 47, 55, 93, 117-119, 127, 136-137	14
g. The student will analyze and evaluate vocabulary usage based on appropriateness for context and purpose (e.g., formal and informal language).	18, 123-140	NA
2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing levels of difficulty.		
a. The student will apply knowledge of text features, parts of a book, and text structures to understand, gain information from, respond to, analyze, compare, synthesize, or evaluate texts.		
1) Text features - bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches	NA	NA
2) Parts of a book - appendix, footnotes	NA	NA
3) Text structures - compare/contrast, order of importance	NA	NA

b. The student will infer, justify, evaluate, draw conclusions, predict outcomes, synthesize, and evaluate information.	Pupil Edition Page References	Teacher Edition Page References
1) Infer the implied main idea from one or more related texts.	NA	NA
2) Justify inferences about main idea by providing supporting details.	30-32, 45-46, 85	18
3) Evaluate author's use of sequence for its effect on the text.	57	16
4) Infer how the sequence of events may have contributed to cause and effect relationships in a text.	NA	16
5) Apply knowledge of cause and effect relationships to infer logical causes and/or effects.	NA	NA
6) Synthesize information stated in one or more texts with prior knowledge and experience to draw valid conclusions with supporting evidence including text based-evidence	15, 23, 81-82, 123	13
7) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	7, 24, 33-34, 47-54, 69-70	NA
c. The student will evaluate or revise a summarization or paraphrasing of the events or ideas in one or more literary texts, literary nonfiction and informational texts of increasing length and difficulty citing text-based evidence.	47-68	17
d. The student will respond to, interpret, compare, critique, or evaluate increasingly complex literary text, literary nonfiction, and informational text citing text-based evidence.		
1) Story Elements (e.g., setting, characters, character traits, plot, resolution, point of view),	45-46, 57	14
2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast, order of importance),	NA	NA
3) Literary devices (e.g., imagery, exaggeration, dialogue, irony, sarcasm),	2-43, 81-96, 97-122	18
4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and	81-96, 123-140	21
5) Author's purpose (e.g., inform, entertain, persuade).	81-96, 123-140	18
e. Evaluate the author's use of facts, opinions, or tools of persuasion to determine author's purpose and consider the effect of persuasive text on the intended audience.		
1) Evaluate the author's use of and distinguish between fact and opinion.	NA	21
2) Evaluate use of tools of persuasion (e.g., association, stereotypes, bandwagon, plain folks, tabloid thinking, shock tactics and fear, intertextual references, card stacking, slanted words, glittering generalities, false syllogisms, etc).	6-21, 78	NA
3. The Student will express, communicate, or evaluate, or exchange ideas effectively.		
a. The student will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.		
1) Planning • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).	NA	NA
2) Drafting • Draft with increasing fluency.	NA	NA

	Pupil Edition Page References	Teacher Edition Page References
3) Revising • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.	NA	NA
4) Editing • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.	NA	NA
5) Publishing/Sharing • Share writing with others formally and informally.	NA	NA
b. The student will incorporate descriptive details into texts including but not limited to narrative, expository, or persuasive.	NA	NA
c. The student will compose narrative text utilizing effective organization, transitions, vivid word choices and specific supporting details, containing multiple events with a clear problem and solution.		
1) Stories and retellings	NA	NA
2) Narrative poems	NA	NA
3) Plays	NA	NA
4) Video narratives	NA	NA
5) PowerPoint Presentations	NA	NA
d. The student will compose informational text utilizing topic sentences, effective organization, transitions, vivid word choices, and specific supporting details, including but not limited to, texts containing chronological order, cause and effect, compare and contrast, informal problem and solution, or order of importance.		
1) Essays	NA	NA
2) Presentations	NA	NA
3) Poems	NA	NA
4) Functional text	NA	NA
e. The student will compose persuasive text with a clear problem and solution utilizing effective organization, transitions, vivid word choices, and specific supporting details.		
1) Letters	14	NA
2) Speeches	NA	NA
3) Advertisements	21	NA

f. The student will compose texts of a variety of modes based on inquiry and research.	Pupil Edition Page References	Teacher Edition Page References
1) Generate questions.	NA	NA
2) Locate sources (e.g., books, interviews, Internet, reference materials, on-line data bases) and gather relevant information from multiple sources.	NA	NA
3) Take notes on important information from sources.	NA	NA
4) Synthesize and evaluate important findings and select sources to support central ideas, concepts, and themes.	NA	NA
5) Present the results using a variety of communication techniques.	NA	NA
6) Reflect on and evaluate the process.	NA	NA
4. The student will apply Standard English to communicate.		
a. The student will use Standard English grammar in composing or editing.		
1) Nouns (e.g., singular, plural, irregular plural, common, proper, singular possessive, plural possessive, concrete, abstract, compound, collective)	NA	NA
2) Verbs, (e.g., helping verbs, irregular, transitive, and intransitive verbs)	NA	NA
3) Verb tense (e.g., past, present, and future, perfect)	NA	NA
4) Subject verb agreement in sentences containing collective nouns, indefinite pronouns, compound subjects, and prepositional phrases.	NA	NA
5) Subordinate and coordinate conjunctions	NA	NA
6) Adjectives (e.g., descriptive, comparative, superlative, nominative, objective, reflexive, possessive)	NA	NA
7) Pronouns (e.g., subject, object, reflexive, possessive, demonstrative, interrogative, indefinite)	NA	NA
8) Adverbs (e.g., comparative forms)	NA	NA
9) infinitives, gerunds, and participles	NA	NA
b. The student will use Standard English mechanics to compose or edit.		
1) End punctuation (e.g., period, question mark, exclamation point)	NA	NA
2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	NA	NA
3) Commas (e.g., dates, series, addresses, greetings and closings of letters, quotations, introductory phrases, appositives)	NA	NA
4) Quotation marks (e.g., quotations, titles of poems)	NA	NA
5) Colons (e.g., time, complex sentences, business letters)	NA	NA
6) Capitalization	NA	NA
7) Spell words commonly found in seventh grade level text.	NA	NA
8) Produce legible text.	NA	NA

c. The student will apply knowledge of sentence structure in composing or editing to achieve a purpose.	Pupil Edition Page References	Teacher Edition Page References
1) Analyze the structure of sentences (e.g., simple, compound, complex).	NA	NA
2) Compose simple, compound, and complex sentences.	NA	NA
3) Analyze sentences containing descriptive adjectives, adverbs, and prepositional phrases, appositives and modifiers.	NA	NA
4) Compose sentences using descriptive adjectives, adverbs, and prepositional phrases, appositives, and modifiers.	NA	NA
5) Analyze sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.	NA	NA
6) Compose sentences containing parallel structures to present items in a series and items juxtaposed for emphasis.	NA	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.