

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 4
Focus on Reading Strategies Level D

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 use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for understanding words.	NA	NA
b. The student will identify roots and affixes (e.g., non-, trans-, over-, anti-, -tion, -or, -ion, -ity, -ment, -ic) in words.	12-13, 26-27, 39-40, 53, 61-62, 75, 118-119, 143-143	NA
c. The student will develop and apply expansive knowledge of words and word meanings to communicate.	NA	NA
d. The student will identify and produce grade level appropriate synonyms	142	20
e. The student will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words.	12-13, 26-27, 39-40, 53, 61-62, 75, 118-119, 143-143	15, 18, 20
f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate.	NA	NA
g. The student will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown words.	12-13, 26-27	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 use text features, parts of a book, and text structures to analyze text.		
1) Text features – bold-faced print, italics, maps, icons, pull down menus, key word searches, etc.	NA	NA
2) Parts of a book – appendix, footnotes, etc.	NA	NA
3) Text structures – compare/contrast, etc.	NA	NA
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.		
1) Identify the stated main idea or supporting details in a paragraph.	137-145	NA
2) Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.	64-65, 77-78	NA
3) Identify stated causes and effects in paragraphs and short passages.	111-112	
4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	30, 41-43, 56	14

	Pupil Edition Page References	Teacher Edition Page References
5) Predict a logical outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.	51, 68, 114, 117	NA
c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence.	NA	NA
d. The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence.		
1) Story elements (e.g., setting, characters, character traits, events, resolution, point of view)	41-43, 56, 65, 99-100, 103-112, 121-123, 135-136	16, 17, 19, 21
2) Text structures (e.g., description, sequential order, procedural, cause/effect, compare/contrast)	NA	NA
3) Literary devices (e.g., imagery, exaggeration, dialogue),	NA	NA
4) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance), and	147-152	NA
5) Author’s purpose (e.g., inform, entertain, persuade).	137-152	NA
e. The student will identify facts, opinions, or tools of persuasion in text.		
1) Distinguish between fact and opinion.	NA	NA
2) Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side’s point of view).	NA	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/ sharing) 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
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 compose descriptive text using specific details and vivid language.	56, 65, 78, 88, 112, 146	NA

c. The student will compose narrative text relating an event with a clear beginning, middle, and end.	Pupil Edition Page References	Teacher Edition Page References
1) Stories and retellings	100, 123, 136	NA
2) Narrative poems	NA	NA
3) PowerPoint presentations	NA	NA
d. The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast.		
1) Reports	15-16, 43, 78	14
2) Presentations	NA	NA
3) Poems	157	
4) Functional text	NA	NA
e. The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.		
1) Letters	NA	NA
2) Speeches	NA	NA
3) Advertisements	NA	NA
f. The student will compose text based on inquiry and research.		
1) Generate questions.	NA	NA
2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.	NA	NA
3) Identify and paraphrase important information from sources.	NA	NA
4) Present the results.	NA	NA
4. The student will use Standard English to communicate.		
a. The student will use Standard English grammar to compose or edit.		
1) Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive)	NA	NA
2) Verbs (e.g., helping verbs and irregular verbs)	NA	NA
3) Verb tense (e.g., past, present, and future, present perfect)	NA	NA
4) Subject/verb agreement	NA	NA
5) Articles and conjunctions	NA	NA
6) Adjectives (e.g., possessive, comparative, superlative)	NA	NA
7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns, object pronouns, reflexive pronouns, demonstrative pronouns).	NA	NA
8) Adverbs (e.g., comparative forms)	NA	NA
9) Interjections	NA	NA

b. The student will use Standard English mechanics to compose or edit.	Pupil Edition Page References	Teacher Edition Page References
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, closings of friendly 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)	NA	NA
6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, days of the week, months of the year, holidays, titles, initials, first word in greetings and closings of friendly letters, the pronoun "I")	NA	NA
7) Spell words commonly found in fourth grade level text.	NA	NA
8) Produce legible text.	NA	NA
c. The student will apply knowledge of sentence structure in composing or editing.		
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.	NA	NA
4) Compose sentences containing descriptive, adjectives, adverbs, and prepositional phrases.	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.