

**Perfection Learning Corporation**  
**CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS**

**Language Arts**  
**Grade 5**  
**Focus on Reading Strategies Level E**

<b>1. The student will use word recognition and vocabulary (word meaning) skills to communicate.</b>	Pupil Edition Page References	Teacher Edition Page References
<b>a.</b> The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, inter-, super-, semi-, -tion, -or, -ion, -ity, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words.	<b>64, 122</b>	NA
<b>b.</b> The student will develop and apply expansive knowledge of words and word meaning to communicate.	NA	NA
<b>c.</b> The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms.	<b>14, 89, 102, 122</b>	<b>13, 19</b>
<b>d.</b> The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.	<b>33-34, 43, 54-55, 89, 112, 141</b>	<b>19</b>
<b>e.</b> The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, idiom) to determine the meaning of text and to communicate.	<b>25</b>	NA
<b>f.</b> The student will select the appropriate reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.	<b>64, 89, 122, 130</b>	NA
<b>g.</b> The student will communicate using vocabulary that is appropriate for the context, purpose and situation (e.g., formal and informal language).	NA	NA
<b>2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.</b>		
<b>a.</b> student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.		
<b>1)</b> Text features – bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc.	NA	NA
<b>2)</b> Parts of a book – appendix, footnotes, etc.	NA	NA
<b>3)</b> Text structures – compare/contrast, order of importance etc.	NA	NA

b The student will analyze text to understand, infer, draw conclusions, or synthesize information.	Pupil Edition Page References	Teacher Edition Page References
1) Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	<b>29-47, 126-144</b>	NA
2) Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.	NA	NA
3) Identify and infer causes and effects in texts.	<b>48-67</b>	<b>17</b>
4) Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	<b>6-18</b>	NA
5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.	<b>29-32, 62, 84, 96, 125, 140</b>	NA
c. The student will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty citing text-based evidence.	NA	NA
d. The student will respond to or 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, plot, resolution, point of view)	<b>80-105, 106-125</b>	<b>13, 14, 16, 20</b>
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	NA	NA
5) Author's purpose (e.g., inform, entertain, persuade).	NA	NA
e. The student will identify and interpret facts, opinions, or tools of persuasion in texts.		
1) Distinguish between fact and opinion.	NA	NA
2) Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).	NA	NA

<b>3. The Student will express, communicate, or evaluate, or exchange ideas effectively.</b>	Pupil Edition Page References	Teacher Edition Page References
<b>a.</b> 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.		
<b>1) Planning</b> • Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).	NA	NA
<b>2) Drafting</b> • Draft with increasing fluency.	NA	NA
<b>3) Revising</b> • Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.	NA	NA
<b>4) Editing</b> • Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.	NA	NA
<b>5) Publishing/Sharing</b> • Share writing with others formally and informally.	NA	NA
<b>b.</b> The student will compose descriptive text using specific details and vivid language.	NA	NA
<b>c.</b> The student will compose narrative text relating an event with a clear beginning, middle, and end.		
<b>1)</b> Stories and retellings	<b>37, 67, 115, 114</b>	NA
<b>2)</b> Narrative poems	NA	NA
<b>3)</b> PowerPoint presentations	NA	NA
<b>4)</b> Biographies or autobiographies	NA	NA
<b>5)</b> Video narratives	NA	NA
<b>6)</b> PowerPoint Presentations	NA	NA
<b>d.</b> 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, compare and contrast or informal problem solution.		
<b>1)</b> Essays	<b>133</b>	NA
<b>2)</b> Presentations	NA	NA
<b>3)</b> Poems	NA	NA
<b>4)</b> Functional text	NA	NA
<b>e.</b> The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience.		
<b>1)</b> Letters	<b>92, 105</b>	NA
<b>2)</b> Speeches	NA	NA
<b>3)</b> Advertisements	NA	NA

f. The student will compose text 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) and gather relevant information.	NA	NA
3) Identify and paraphrase important information from sources.	NA	NA
4) Present the results.	NA	NA
<b>4. The student will use Standard English to communicate.</b>		
<b>a. The student will use Standard English grammar to compose or edit.</b>		
1) Nouns (e.g., singular, plural, common, proper, singular possessive, plural possessive, concrete, abstract)	NA	NA
2) Verbs, 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, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative)	NA	NA
8) Adverbs (e.g., comparative forms)	NA	NA
9) Interjections	NA	NA
<b>b. The student will use Standard English mechanics to compose or edit.</b>		
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 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, business letters)	NA	NA
6) Capitalization (e.g., first word in a sentence, proper nouns, proper adjectives, first word in greetings and closings of friendly and business letters, the pronoun "I")	NA	NA
7) Spell words commonly found in fifth grade level text.	NA	NA
8) Produce legible text.	NA	NA
<b>c. The student will apply knowledge of sentence structure in composing or editing.</b>		
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.