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**Correlation to the
Mississippi Curriculum Frameworks
Language Arts
Grade 3**

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YOUR MISSISSIPPI GREAT SOURCE REPRESENTATIVES

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Annotated Teacher Edition
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS
Language Arts
Grade 3

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
|---|----------------------------------|------------------------|
| 1. The student will use word recognition and vocabulary (word meaning) skills to communicate. | | |
| a. The student will apply knowledge of phonological and phonemic awareness. (Phonological and phonemic awareness skills are oral skill. Once the skills are paired with print, the activity becomes a phonics activity). 1) Add, delete, substitute, or transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at” = bat; or take /k/ from “cat” = at; or change /i/ in hit to /a/ = hat; or determine what sounds change positions to make “pit” into “tip”) | | NA |
| 2) Continue to blend and segment spoken words into phonemes. | | NA |
| b. The student will use word recognition skills for multi-syllabic words. 1) Continue to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondence to decode unknown words. Examples: Vowel digraphs: /oa/ in road, /ea/ in read Diphthongs: /oi/, /oy/, /ou/, /ow/, /ew/ R-controlled: er = r in fern; ir = /r/ in bird; ur = /r/ in turn | | NA |

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| 2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.) | | NA |
| 3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words. | | The opportunity to address this objective is available on the following pages: 437-439 |
| 4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper) | | NA |
| 5) Create and use complex contractions (e.g., will + not = won't) correctly. | | 456 |
| 6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (<u>A third grader should read approximately 120 words correct per minute in connected text by the end of third grade.</u>) | | The opportunity to address this objective is available on the following pages: 487-491 |
| c. The student use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to analyze words. | | The opportunity to address this objective is available on the following pages: 300, 301, 434, 435 |
| d. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis- , in- , im- , ir- , -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able , -ness , -ish) to analyze words. | | 440-441 |

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|---|-------------------------------|------------------------------|
| e. The student will develop and apply knowledge of words and word meanings to communicate. 1) Generate words into categories | | NA |
| 2) Determine relationships among words organized in categories. | | NA |
| f. The student will identify and use synonyms, antonyms, and homonyms. | | 300, 302, 434, 435, 436, 494 |
| g. The student will use context to determine the meanings of unfamiliar or multiple meaning words. | | 434-435 |
| h. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words. | | 434-435 |
| i. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, thesaurus , electronic dictionary , teacher or peer as a resource. | | 299-302, 434, 436 |
| 2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, or complexity. | | |
| a. The student will use text features, parts of a book, and text structures to analyze text. 1) Text features – titles, headings, captions, illustrations, graphs, charts, diagrams , etc. | | 294-305, 444-445 |
| 2) Parts of a book – title page, table of contents, glossary, index , etc. | | 299 |
| 3) Text structures- fiction, nonfiction, description, sequential order, simple cause and effect, procedure , etc. | | 50-55, 226-265 |

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| <p>b. The student will analyze texts in order to identify, understand, infer, or synthesize information.</p> <p>1) Answer and generate questions about purposes for reading.</p> | | <p>The opportunity to address this objective is available on the following pages: 226-243, 244-265</p> |
| <p>2) <u>Answer literal and inferential questions about main characters, setting, theme, and plot.</u></p> | | <p>The opportunity to address this objective is available on the following pages: 226-243, 250-255</p> |
| <p>3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.</p> | | <p>The opportunity to address this objective is available on the following pages: 226-231, 232-243, 250-255</p> |
| <p>4) Identify stated main ideas of narrative or topics of informational text.</p> | | <p>The opportunity to address this objective is available on the following pages: 226-231, 232-243, 306-309</p> |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
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| 5) Arrange in sequential order a listing of events found in narrative and/or informational text. | | The opportunity to address this objective is available on the following pages: 90-133, 226-243, 244-265, 294-339 |
| 6) Identify stated causes and effects in text. | | NA |
| 7) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion. | | The opportunity to address this objective is available on the following pages: 226-265 |
| 8) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text. | | The opportunity to address this objective is available on the following pages: 226-243, 250-255 |
| 9) Use key words in text to justify predictions(s). | | The opportunity to address this objective is available on the following pages: 226-243, 250-255 |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
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| 10) Identify important themes from texts and examine from more than one point of view. | | The opportunity to address this objective is available on the following pages: 226-243, 250-255 |
| c. The student will recognize or generate an appropriate summary or paraphrasing of the events or ideas in text, citing text-based evidence. 1) Retell a story orally and in writing including characters, setting, problem, important events, and resolution. | | 56-57, 232-243, 268-279, 306-309, 343-347 |
| 2) Write summaries that contain the main ideas of the reading selection and the most significant details. | | 56-57, 306-309 |
| d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. 1) Interpret text through moving, drawing, speaking, acting, or singing. | | The opportunity to address this objective is available on the following pages: 226-265, 342-347 |
| 2) Make connections between self and characters, events, and information in text or among texts. | | The opportunity to address this objective is available on the following pages: 226-265 |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
|---|-------------------------------|---|
| 3) Compose visual images based upon text. | | The opportunity to address this objective is available on the following pages: 226-265, 310-335, 336-339 |
| 3. The student will express, communicate, or evaluate ideas effectively. | | |
| <p>a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit.</p> <p>1) <u>Planning</u></p> <ul style="list-style-type: none"> ▪ Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas. | | 6-7, 10-11, 52, 60-62, 70-71, 90-92, 100-101, 126, 136-138, 146-147, 172, 182-184, 192-193, 216, 226-228, 234-235, 246-247, 252-253, 258-259, 272-273, 282-285, 308, 314-321, 337, 416-429, 587-592 |
| <p>2) <u>Drafting</u></p> <ul style="list-style-type: none"> ▪ Transfer thoughts from graphic organizers and simple outlines into paragraphs. | | 6-7, 12, 53, 63, 72-77, 93, 102-107, 127, 139, 148-153, 173, 185, 194-195, 217, 229, 236-239, 248, 254, 260, 274, 286, 309, 322-327, 338 |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
|--|-------------------------------|--|
| 3) <u>Revising</u> <ul style="list-style-type: none"> ▪ Revise paragraphs for organization, to add details, and to clarify ideas. | | 6-7, 13, 28-33, 53, 64, 78-79, 94, 108-109, 116-121, 122-123, 127, 140, 154-155, 162-167, 168-169, 173, 186, 196-197, 206-211, 217, 230, 240, 248, 254, 260, 275, 287, 309, 328, 339, 562-567, 584-585 |
| 4) <u>Editing</u> <ul style="list-style-type: none"> ▪ Revise paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). | | 6-7, 14, 28-33, 53, 65, 80-81, 95, 110-111, 122-123, 127, 141, 156-157, 173, 187, 198-199, 212-213, 217, 231, 241, 248, 254, 260, 275, 287, 309, 332-333, 339, 447-493, 561-567 |
| 5) <u>Publishing/Sharing</u> <ul style="list-style-type: none"> ▪ Share writing formally and informally using a variety of media. | | 6-7, 15, 34-41, 53, 82, 112, 158, 200-202, 334 |
| b. The student will compose descriptive texts using specific details and vivid language. | | 58-87 |
| c. The student will compose narrative text with a clear beginning, middle, and end. | | 90-133 |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
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| d. The student will compose informational text and at least three supporting details. | | 136-176, 310-335 |
| e. The student will compose a simple persuasive text. | | 182-223 |
| f. The student will generate questions and use multiple sources to locate answers. | | 294-305, 310-335 |
| 4. The student will use Standard English to communicate. | | |
| a. The student will use Standard English grammar. 1) Nouns (e.g., singular, plural, common, proper, singular possessive) | | 165, 373-376, 458, 470, 516-519, 542 |
| 2) Verbs, helping verbs and irregular verbs | | 209, 383, 522, 526, 528 |
| 3) Verb tense (e.g., past, present, and future) | | 384-385, 524 |
| 4) Articles and conjunctions | | 387, 392-393, 530, 538, 542 |
| 5) Adjectives (e.g., possessive, comparative, superlative) | | 387-388, 470, 530-533, 542 |
| 6) Prepositions | | 391, 536, 542 |
| 7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns). | | 377-380, 520, 542 |
| 8) Adverbs | | 389, 534 |
| 9) Interjections | | 538, 542 |

| Competencies and Objectives | Pupil Edition Page References | ATE Page References |
|---|--|--|
| b. The student will use Standard English mechanics to compose or edit. 1) End punctuation (e.g., period, question mark, exclamation point) | | 447-449 |
| 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year) | | 480-483 |
| 3) Commas (e.g., dates, series, addresses, greetings, closings, quotations) | | 450-455 |
| 4) Quotation marks (e.g., quotations, titles of poems) | | 460 |
| 5) Apostrophes (e.g., contractions, possessives) | | 456-459 |
| 6) Colons in notation of time | | 464-465 |
| 7) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I”) | | 211, 373, 400, 470-475 |
| 8) Spell words commonly found in third grade level text. | | The opportunity to address this objective is available on the following pages: 486-509 |
| 9) Write legibly. | | The opportunity to address this objective is available throughout the text. |

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| c. The student will use varied sentence structures. 1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative) | | 395-413, 510-515 |
| 2) Compose simple or compound sentences. | | 395-413, 510-515 |



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