

Perfection Learning Corporation
CORRELATION TO THE MISSISSIPPI CURRICULUM FRAMEWORKS

Language Arts
Grade 3
Focus on Reading Strategies Level C

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 phonological and phonemic awareness. (Phonological and phonemic awareness skills are <u>oral</u> skills. 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	NA
2) Continue to blend and segment spoken words into phonemes.	NA	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 correspondences to decode unknown words.	NA	NA
2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).	NA	NA
3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	NA	NA
4) Create and analyze complex compound words (e.g., sky + scraper = skyscraper).	NA	NA
5) Create and use complex contractions (e.g., will + not = won't) correctly.	NA	NA
6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read approximately 120 words correct per minute in connected text by the end of third grade.)	NA	NA
c. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to analyze words.	NA	NA
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.	9-10, 124	NA
e. The student will develop and apply knowledge of words and word meanings to communicate.		
1) Generate words into categories.	NA	NA
2) Determine relationships among words organized in categories.	44	
f. The student will identify and use synonyms, antonyms, and homonyms.	33-34, 43-44, 113	14
g. The student will use context to determine the meanings of unfamiliar or multiple meaning words.	NA	NA
h. The student will use context to determine the simple figurative meanings (e.g., simile, metaphor, and personification) of words.	NA	NA

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).	19, 43, 64-65, 124-125	NA
2. The student will use text features, parts of a book, and text structures to analyze text.	Pupil Edition Page References	Teacher Edition Page References
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.	NA	NA
2) Parts of a book – title page, table of contents, glossary, index, etc.	NA	NA
3) Text structures – fiction, nonfiction, description, sequential order, simple cause and effect, procedure, etc.	9-92	NA
b. The student will analyze texts in order to identify, understand, infer, or synthesize information.	NA	NA
1) Answer and generate questions about purposes for reading.	5-38, 108	13
2) Answer literal and inferential questions about main characters, setting, home, and plot.	36-37, 90-91, 93-106, 114-115, 117-129	15, 18
3) Answer literal and inferential questions about characters’ actions, motives, traits, and emotions	36-37, 93-106	NA
4) Identify stated main ideas of narrative or topics of informational text.	68	NA
5) Arrange in sequential order a listing of events found in narrative and/or informational text.	12	17, 18
6) Identify stated causes and effects in text.	NA	NA
7) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	NA	17
8) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	22-23, 24-25, 82-83	NA
9) Use key words in text to justify prediction(s).	25	NA
10) Identify important themes from texts and examine from more than one point of view.	140-145	NA
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.	116	NA
2) Write summaries that contain the main ideas of the reading selection and the most significant details.	47, 129	NA
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.	20	NA
2) Make connections between self and characters, events, and information in text or among texts.	13	NA
3) Compose visual images based upon text.	20, 34, 104-105, 125	NA

3. The Student will express, communicate, or evaluate ideas effectively.	Pupil Edition Page References	Teacher Edition Page References
a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing and publishing/sharing) to compose or edit.		
1) Planning • Use a variety of graphic organizers (e.g., Venn diagram, bubble maps, story maps, simple outlines, etc.) to generate and organize ideas.	NA	NA
2) Drafting • Transfer thoughts from graphic organizers and simple outlines into paragraphs.	NA	NA
3) Revising • Revise paragraphs for organization, to add details, and to clarify ideas.	NA	NA
4) Editing • Revise paragraphs using a general rubric (e.g., grammar usage, punctuation, and sentence structure). • Edit for correct capitalization, punctuation, spelling and word usage.	NA	NA
5) Publishing/Sharing • Share writing formally and informally using a variety of media.	NA	NA
b. The student will compose descriptive text using specific details and vivid language.	NA	NA
c. The student will compose narrative text with a clear beginning, middle, and end.	NA	NA
d. The student will compose informational text and at least three supporting details.	NA	NA
e. The student will compose a simple persuasive text.	NA	NA
f. The student will generate questions and use multiple sources to locate answers.	NA	NA
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, possessive)	NA	NA
2) Verbs, helping verbs and irregular verbs	NA	NA
3) Verb tense (e.g., past, present, and future)	NA	NA
4) Articles and conjunctions	NA	NA
5) Adjectives (e.g., possessive, comparative, superlative)	NA	NA
6) Prepositions	NA	NA
7) Pronouns (e.g., subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns).	NA	NA
8) Adverbs	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, comma)	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, quotations)	NA	NA
4) Quotation marks (e.g., quotations, titles of poems)	NA	NA
5) Apostrophes (e.g., contractions, possessives)	NA	NA
6) Colons in notation of time	NA	NA
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")	NA	NA
8) Spell words commonly found in third grade level text.	NA	NA
9) Write legibly.	NA	NA
c. The student will use varied sentence structures.		
1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative)	NA	NA
2) Compose simple or compound sentences.	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.