

3rd Grade - Language Arts Standards Crosswalk		
OK PASS Standards	Uschool Grade Level	Content/Activities
Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.		
Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.		
1.1. Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs)	P3 Int 1	phonics, reading spelling, reading
1.2. Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	P3 Int 1	phonics, reading, Shurley Grammar reading groups, <i>Portals</i> , Shurley Grammar
1.3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.	P3 Int 1	Shurley Grammar, phonics, reading Shurley Grammar, reading
Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.		
2.1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	P3 Int 1	dictionary work, independent reading vocabulary, independent, <i>Portals</i>
2.2. Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.	P3 Int 1	phonics, dictionary work, spelling <i>Portals</i> , spelling lists
2.3. Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	P3 Int1	Shurley Grammar, reading Shurley Grammar, reading

<p>2.4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.</p>	<p>P3 Int 1</p>	<p>spelling, dictionary practice spelling, daily practice</p>
<p>Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</p>		
<p>3.1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.</p>	<p>P3 Int 1</p>	<p>reading aloud, oral book report, daily practice, drama reading aloud group, Oklahoma history, daily practice, literature unit</p>
<p>3.2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).</p>	<p>P3 Int 1</p>	<p>math, geography social studies, math</p>
<p>3.3. Engage in repeated readings of the same text to increase fluency.</p>	<p>P3 Int 1</p>	<p>daily practice, reading procedures, homework</p>
<p>3.4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.</p>	<p>Int 1</p>	<p>reading aloud of selected texts</p>
<p>3.5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.</p>	<p>P3 Int 1</p>	<p>Shurley Grammar, spelling, creative writing editing, reading aloud groups, Shurley Grammar</p>
<p>Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</p>		
<p>4.1. Literal Understanding</p>		
<p>4.1.a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.</p>	<p>P3 Int 1</p>	<p>reading groups, poetry reading groups, literature units</p>
<p>4.1.b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.</p>	<p>P3 Int 1</p>	<p>following/reading directions reading groups, direct instruction</p>

4.1.c. Recall major points in a text and revise predictions about what is read.	P3 Int 1	reading, book reports, geography reading groups, comprehension
4.1.d. Show understanding by asking questions and supporting answers with literal information from the text.	P3 Int 1	class discussions reading comprehension (Tues?)
4.2. Inferences and Interpretation		
4.2.a. Make inferences by connecting prior knowledge and experience with information from the text.	P3 Int 1	reading, connecting knowledge to new words, compare and contrast classroom discussion - making connections
4.2.b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.	P3 Int 1	reading aloud novels with reading aloud
4.2.c. Participate in creative response to text (e.g., art, drama, and oral presentations).	P3 Int 1	presentations, drama festival presentations, drama festival
4.3. Summary and Generalization		
4.3.a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.	P3 Int 1	reading, <i>Scholastic News</i> <i>Scholastic News</i> , <i>Portals</i> , compr.?? group
4.3.b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).	P3 Int 1	reading, <i>Scholastic News</i> <i>Scholastic News</i> , <i>Portals</i> , compr.?? group
4.3.c. Produce summaries of fiction and nonfiction text, highlighting major points.	Int 1	research
4.4. Analysis and Evaluation		
4.4.a. Analyze characters including their traits, relationships, feelings, and changes in text.	P3 Int 1	reading, book reports <i>Portals</i> , written assignments
4.4.b. Distinguish between fact and opinion in nonfiction text	P3 Int 1	reading <i>Portals</i> , reading groups

4.4.c. Analyze the causes, motivations, sequences, and results of events from a text.	P3 Int 1	reading <i>Portals</i>
4.5. Monitoring and Correction Strategies		
4.5.a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense)	Int 1	editing groups, one-on-one, oral reeading sessions
4.5.b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.	Int 1	daily exposure, group rotation activities
4.5.c. Clarify meaning by rereading, questioning, and modifying predictions.	Int 1	exposure, oral reading sessions
Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.		
5.1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.		
5.1.a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).	P3 Int 1	library, reading, poetry library
5.1.b. Read, understand, and discuss a variety of genres.	P3 Int 1	library, reading groups
5.2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.		
5.2.a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.	P3	reading, geography
5.2.b. Recognize themes that occur across literary works.		

5.3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.	P3 Int 1	reading aloud poetry, reading aloud
Standard 6: Research and Information - The student will conduct research and organize information.		
6.1. Accessing Information - The student will select the best source for a given purpose.		
6.1.a. Alphabetize to the third letter.	P3 Int 1	spelling, dictionary practice spelling
6.1.b. Use guide words to locate words in dictionaries and topics in encyclopedias.	P3 Int 1	dictionary practice daily exposure
6.1.c. Access information from charts, maps, graphs, schedules, directions, and diagrams.	P3 Int 1	mapping skills, <i>Scholastic News</i> , math, geography <i>Scholastic News</i> , social studies, math
6.1.d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.	P3 Int 1	research projects social studies
6.1.e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).	Int 1	science, social studies
6.2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.		
6.2.a. Begin the research process by selecting a topic, formulating questions, and identifying key words.	P3 Int 1	geography, Greece study social studies
6.2.b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet)	P3 Int 1	reports, research projects, study of Greece social studies
6.2.c. Compile information into summaries of information.	P3 Int 1	research project, travel brochures social studies

6.2.d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.	P3 Int 1	across curriculum vocabulary
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 1: Writing Process - The student will use the writing process to write coherently.		
1.1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, and webbing.	P3 Int 1	creative writing creative writing
1.2. Compose first drafts.	P3 Int 1	creative writing creative writing
1.3. Revise selected drafts, changing or adding details and vivid words.	P3 Int 1	creative writing, research paper editing
1.4. Proofread/edit writing with peers or teacher.	P3 Int 1	creative writing editing
1.5. Share writing with peers or adults.	P3	reading aloud to class
Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.		
2.1. Communicate through a variety of written forms for various audiences and purposes to inform, entertain, instruct, describe, and to reflect.	P3 Int 1	book reports, drama, poetry, writing creative writing, research
2.2. Write simple narrative, descriptive, and persuasive paragraphs.	P3	creative writing
2.3. Write descriptive pieces about people, places, things, or experiences that:		
2.3.a. develop a main idea.	P3	creative writing

2.3.b. use details to support the main idea.	P3	creative writing
2.4. Write personal, persuasive, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.	P3 Int 1	Shurley Grammar, writing poetry unit
2.5. Write simple poems.	P3	poetry
2.6. Write narratives (stories) that:		
2.6.a. provide a context within which an action occurs.	P3 Int 1	creative writing narrative story unit
2.6.b. include details that develop the plot.	P3 Int 1	creative writing narrative story unit
2.6.c. provide a clear beginning, middle, and end that includes details that develop around a central idea.	P3 Int 1	creative writing narrative story unit
2.7. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.	P3 Int 1	creative writing, book reports editing
Standard 3: Grammar/Usage and Mechanics - The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.		
3.1. Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, and conjunctions correctly in their writing.		
3.1.a. Singular and plural forms of nouns	P3 Int 1	Shurley Grammar, phonics, writing Shurley Grammar, editing, creative writing
3.1.b. Common and proper nouns	P3 Int 1	Shurley Grammar, phonics, writing Shurley Grammar, editing, creative writing
3.1.c. Singular and plural possessive nouns	P3 Int 1	Shurley Grammar, phonics, writing Shurley Grammar, editing, creative writing
3.1.d. Subject, object, and possessive pronouns	P3 Int 1	Shurley Grammar, phonics, writing Shurley Grammar, editing, creative writing

3.1.e. Present, past, and future tense verbs	P3 Int 1	phonics, Shurley Grammar Shurley Grammar, editing, creative writing
3.1.f. Regular, irregular, and helping verbs	P3 Int 1	phonics Shurley Grammar Shurley Grammar, editing, creative writing
3.1.g. Past participle of verbs	Int 1	Shurley Grammar, editing, creative writing
3.1.h. Subject-verb agreement.	Int 1	Shurley Grammar, editing, creative writing
3.1.i. Descriptive, comparative, and superlative adjectives.	Int 1	Shurley Grammar, editing, creative writing
3.2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.	P3	creative writing
3.3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.		
3.3.a. Periods in abbreviations and sentence endings.	P3 Int 1	phonics, Shurley Grammar, creative writing Shurley Grammar, editing, creative writing
3.3.b. Question marks.	P3 Int 1	phonics, Shurley Grammar, writing Shurley Grammar, editing, creative writing
3.3.c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter.	P3 Int 1	phonics, Shurley Grammar, writing Shurley Grammar, editing, creative writing
3.3.d. Apostrophes in contractions and possessives.	P3 Int 1	phonics, Shurley Grammar, writing Shurley Grammar, editing, creative writing
3.3.e. Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors).	P3 Int 1	creative writing Shurley Grammar, editing, creative writing
3.3.f. Quotation marks around direct quotations, the titles of individual poems, and short stories.	P3 Int 1	Shurley Grammar, reading, writing Shurley Grammar, editing, creative writing

3.4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.	Int 1	Shurley Grammar, editing, creative writing
3.5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing		
3.5.a. Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from -y to -ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).	P3 Int 1	spelling spelling
3.5.b. Spell phonetically regular multisyllabic words, contractions, and compounds.	P3 Int 1	spelling, Shurley Grammar, phonics spelling
3.5.c. Increase the number of high frequency words spelled correctly.	P3 Int 1	spelling, writing spelling
3.5.d. Spell words ending in -tion and -sion correctly.	P3 Int 1	spelling, writing spelling
3.5.e. Use various sources of materials to check and correct spelling.	P3 Int 1	spelling, writing, dictionary work spelling
3.6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.	P3 Int 1	daily writing practice direct instruction, daily practice
Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.		
Standard 1: Listening: The student will listen for information and for pleasure.		
1.1. Listen critically for information and incorporate the information into other activities.	P3 Int 1	daily practice daily practice
1.2. Listen actively for pleasure and respond appropriately	P3 Int 1	daily practice daily practice
Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.		

2.1. Speak articulately and audibly using appropriate grammar, enunciation, and volume.	P3 Int 1	reading aloud, presentations, drama drama, oral presentation, reading aloud, creative writing
2.2. Make brief narrative (story) presentations that:		
2.2.a. provide a context for an event that is the subject of the presentation.	P3 Int 1	reading aloud, presentations, drama drama, oral presentation, reading aloud, creative writing
2.2.b. provide insight into why the selected event should be of interest to the audience.	P3 Int 1	reading aloud, presentations, drama drama, oral presentation, reading aloud, creative writing
2.2.c. include well-chosen details to develop characters, setting, and plot.	P3 Int 1	drama play, reading drama, oral presentation, reading aloud, creative writing
2.3. Plan and present dramatic interpretations of experiences, stories, poems, or plays.	P3 Int 1	drama, reading drama, reading aloud
2.4. Organize ideas chronologically (in the order they happened) or around major points of information.	P3 Int 1	social studies, drama, reading drama, reading aloud
2.5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.	P3 Int 1	drama, reading aloud drama, reading aloud
2.6. Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.	P3 Int 1	drama, reading aloud drama, reading aloud
Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.		
3.1. Show respect and consideration for others in verbal and physical communication.	P3 Int 1	class rules class creed, class rules
3.2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	P3 Int 1	daily practice daily exposure

Visual Literacy: The student will interpret, evaluate, and compose visual messages.		
Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.		
1.1. Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.	P3 Int 1	reading, current events, <i>Scholastic News</i> Rome travel brochures
1.2. Interpret and describe important events and ideas gathered from maps, charts and graphics.	P3 Int 1	math, geography math, social studies
Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as they compare with print messages.		
2.1. Make connections between illustrations and print.	P3 Int 1	reading, art, geography movies/plays of books read during the year
2.2. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	P3 Int 1	geography, math, computer social studies
2.3. Listen to, view, or read stories which tell of characters in American and other cultures.	P3 Int 1	multicultural unit, reading social studies
Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.	P3 Int 1	art, reading art, reading groups, science