Oklahoma English Language Arts

Grade 3

Adopted 2021

Listening and Speaking

1. **Students will listen and speak effectively in a variety of situations.** LS.1

   Listening

   1. Actively listen using agreed-upon discussion rules. 3.1.L.1
   2. Actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose. 3.1.L.2

   Speaking

   1. Work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member. 3.1.S.1
   2. Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings. 3.1.S.2
   3. Report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences. 3.1.S.3

Reading and Writing Foundations

a. **Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.** RW.2.A

   Phonological Awareness

   PA. Add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of listen to say glisten ; delete the /b/ in bridges to say ridges ; substitute the /f/ in frighten with /b/ to say brighten ; reverse the initial and final sounds in safe to say face). 3.2.PA

   Print Concepts

   PC. Correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences. 3.2.PC

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Phonics and Word Study

1. Decode multisyllabic words using their knowledge of the following phonics skills:- vowel diphthongs- all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) 3.2.PWS.1
2. Decode words by applying knowledge of structural analysis:- contractions- abbreviations- common roots and related prefixes and suffixes- morphology 3.2.PWS.2
3. Use decoding skills and semantics in context when reading new words in a text, including multisyllabic words. 3.2.PWS.3

Fluency

1. Expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity. 3.2.F.1
2. Orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension. 3.2.F.2

Spelling/Encoding

1. Use correct spelling when writing the following sounds in words:- diphthongs- schwa (i.e., /ə/)- silent letter combinations (e.g., knew, could, ghost)- hard/soft c, g (e.g., cover , celebrate , gorilla , general) 3.2.SE.1
2. Use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:- vowel digraphs- consonant + -le 3.2.SE.2
3. Use structural analysis to correctly spell the following parts of words:- common prefixes- common suffixes- common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant) 3.2.SE.3

Reading and Writing Process

b. Students will use a variety of recursive reading and writing processes. RW.2.B

Reading

1. Determine the main idea and supporting details of a text. 3.2.R.1
2. Identify elements of various genres in fiction, poetry, and nonfiction texts. 3.2.R.2
3. Summarize and sequence the important events of a story. 3.2.R.3
4. Summarize facts and details from an informational text. 3.2.R.4

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Writing

1. Routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing. 3.2.W.1
2. Routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions). 3.2.W.2
3. Routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed. 3.2.W.3
4. Routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest). 3.2.W.4

Critical Reading and Writing

3. **Students will apply critical thinking skills to reading and writing.** CRW.3

Reading

1. Determine if the author's purpose is to entertain, inform, or persuade. 3.3.R.1
2. Determine whether a grade-level literary text is narrated in first- or third-person point of view. 3.3.R.2
3. Find examples of literary elements:setting- plot- characters- characterization 3.3.R.3
4. Find examples of literary devices:- personification- hyperbole- simile- alliteration- onomatopoeia 3.3.R.4
5. Answer inferential questions, using a text to support answers. 3.3.R.5
6. Distinguish fact from opinion in an informational text. 3.3.R.6
7. Describe the structure of an informational text:- problem/solution- description- sequential 3.3.R.7

Writing

1. Write narratives incorporating:- setting- plot- characters- characterization 3.3.W.1
2. Write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases. 3.3.W.2
3. Write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases. 3.3.W.3

Vocabulary

4. **Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.** V.4

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Reading

1. Identify relationships among words, including synonyms, antonyms, homophones, and homographs. 3.4.R.1
2. Use context clues to clarify the meaning of words. 3.4.R.2
3. Use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words. 3.4.R.3
4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text. 3.4.R.4
5. Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts. 3.4.R.5

Writing

1. Use grade-level vocabulary in writing to clearly communicate ideas. 3.4.W.1
2. Use precise vocabulary in writing for the intended mode and effect on the audience. 3.4.W.2

Language

5. **Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.** L.5

Reading

1. Recognize simple and compound sentences. 3.5.R.1
2. Recognize parts of speech in sentences:- concrete, abstract, and possessive nouns- different types of verbs (i.e., action, linking, helping) and their roles in a sentence- the complete subject and complete predicate of a sentence- possessive adjectives- prepositional phrases- possessive pronouns and the nouns they replace- coordinating conjunctions (i.e., for , and , nor , but , or , yet , so)- adverbs of frequency (e.g., always , often , never) 3.5.R.2

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Writing

1. Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments. 3.5.W.1
2. Use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing. 3.5.W.2
3. Capitalize and punctuate titles of respect, words in titles, and geographical names. 3.5.W.3
4. Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences . 3.5.W.4
5. Use apostrophes to form complex contractions (e.g., should've , won't , y'all) and to show possession. 3.5.W.5
6. Use commas before a coordinating conjunction and to separate individual words in a series. 3.5.W.6
7. Use a colon to indicate time. 3.5.W.7
8. Use quotation marks to indicate dialogue. 3.5.W.8

Research

6. **Students will engage in inquiry to acquire, refine, and communicate accurate information.** R.6

Reading

1. Conduct research to answer questions, including self-generated questions, and to build knowledge. 3.6.R.1
2. Identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts. 3.6.R.2
3. Begin to determine the relevance of the information gathered. 3.6.R.3

Writing

1. Choose a topic of interest and generate several questions about it for research. 3.6.W.1
2. Begin to organize information found during research, following a modified citation style (i.e., author, title, publication year). 3.6.W.2
3. Write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source. 3.6.W.3

Multimodal Literacies

7. **Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.** ML.7

Reading

R. Locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics. 3.7.R

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Writing

W. Communicate their ideas, thoughts, and feelings by combining two or more kinds of content:- writing/alphabetic- sound, visual, and/or spatial- movement 3.7.W

Independent Reading and Writing

8. **Students will read and write independently for a variety of purposes and periods of time.** IRW.8

Reading

R. Read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes. 3.8.R

Writing

W. Write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose. 3.8.W