

3rd Grade At-a-Glance

This document is intended to provide an overview of individual grade-level objectives by highlighting and elaborating on key point additions, transitions, and shifts from grade-to-grade in the English Language Arts standards. **This document does not represent the entire scope of this grade and is not meant to replace the original standards document.** We recommend literacy teams invest time analyzing the grade-to-grade progressions and companion guidance documents in the [Vertical Alignment Edition](https://sde.ok.gov/sde/oklahoma-academic-standards) (download at sde.ok.gov/sde/oklahoma-academic-standards).

Major Concepts	Connecting Concepts
<p>Major Concepts are standards anticipated to take emphasis when developing curriculum and planning for class time, the number of tasks and texts, and teacher-developed formative assessments. Each includes a brief of grade-specific highlights.</p>	<p>Connecting Concepts are standards that can be bundled with Major Concepts to create rich learning tasks and inform expectations for outcomes in teacher-developed assessment.</p>
<p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> ● Cursive writing skills remain (3.2.PC // see PASS 3.GUM.6.b) ● Phonics and Word Study including emphasis on multisyllabic words (3.2.F.1-2 // see PASS 3.RL.2) ● Fluency skills continue to be mastered (3.2.F.1-2 // see PASS 3.RL.2) ● Plot summary (3.2.R.3 // see PASS 3.RL.4.3.a) ● Categorize and organize ideas into paragraphs (3.2.W.1) <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> ● Applying foundational and process skills to increasingly complex texts ● Using textual evidence with addition of theme to explain literary elements and organization of text (3.3.R.3) ● Inferring author’s point of view (3.3.R.2) ● Determining author’s purpose (3.3.R.1) ● Specific examples of literary devices including addition of personification, onomatopoeia, and hyperbole (3.3.R.4) ● Grade-Level Focus - Narrative Writing Mode (3.3.W.1-4) <p>4: Vocabulary</p> <ul style="list-style-type: none"> ● Distinguishing multiple meaning words (3.4.R.3) ● Continuing to infer relationships with addition of homographs and homonyms (3.4.R.4) ● Using resources to determine or clarify syllabication and pronunciation of words (3.4.R.5) <p>5: Language</p> <ul style="list-style-type: none"> ● Using different types and tenses of verbs to identify settings, times, and sequences in text (3.5.R.2) 	<p>1: Speaking and Listening</p> <ul style="list-style-type: none"> ● Third graders are expected to use correct grammar which includes subject-verb agreement and complete sentences in collaborative conversations (3.1.R.3, 3.1.W.1-2 bundled with 3.5.R.2 and 5) ● Appropriate discussion rules include waiting for turn to speak, respecting others, using grade-level vocabulary and active listening to confirm understanding (3.1.R.1 bundled with 3.4.R.1) <p>6: Research</p> <ul style="list-style-type: none"> ● Using own questions to find information on their topic (3.6.R.1 bundled with 3.3.R.7) ● Determining relevance and reliability of information with guidance and support (3.6.R.4 bundled with 3.3.R.1) ● Actively create graphic organizers instead of passively digesting information (3.6.W.2 // see PASS 3.RI.6. bundled with 3.2.W.1) <p>7: Multimodal Literacies</p> <ul style="list-style-type: none"> ● Organize and use information to generate and answer literal questions (3.7.R.1 bundled with 3.2.W.1) ● Comparisons of ideas and topics (3.7.R.2 bundled with 3.2.R.1-3) ● Creation of multimodal content to create presentations (3.7.W.1-2 bundled with 3.3.R.3) <p>8: Independent Reading and Writing</p> <ul style="list-style-type: none"> ● Grade appropriate period of time to read independently (3.8.W bundled with 3.2.F-2) ● Writing to different audiences for a variety of purpose (3.8.W bundled with 3.3.W.1-3)

New grade-level Concepts	Changed Emphasis	Critical Shifts
<p>New Grade-Level Concepts are notable additions to the <i>Oklahoma Academic Standards</i> not present in the <i>Priority Academic Student Skills</i> standards.</p>	<p>Changed Emphasis spotlights aspects that may impact curriculum development.</p>	<p>Critical Shifts are notable progressions from the previous grade in the <i>Oklahoma Academic Standards</i>.</p>
<p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> ● Using the process of comparing and contrasting to get to the result of discriminating genres instead of solely reading a variety of genres (3.2.R.2) <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> ● Narrative writing mode is the third grade-level focus (3.3.W.1) ● Selecting texts based on quantitative, qualitative, and matching reader to text and task instead of number of difficult words for reader (3.3 // see PASS 3.RL.3.1-3) ● Focus on text to determine meaning instead of reader constructing own meaning (3.3 // see PASS 3.RL.3.1-3) <p>4: Vocabulary</p> <ul style="list-style-type: none"> ● Expansion of working vocabularies to include academic, domain-appropriate, and grade-level vocabularies (3.4) <p>5: Language</p> <ul style="list-style-type: none"> ● Reduction in amount of grammar, usage and mechanics standards to develop deeper understanding of language <p>6: Research</p> <ul style="list-style-type: none"> ● Students will use text features to define a text and to understand its purpose 	<p>1: Speaking and Listening</p> <ul style="list-style-type: none"> ● Third graders will express their own ideas, speak at an appropriate pace and work with their peers in diverse groups (3.1.R.3, 3.1.W.1-2) ● Develop appropriate discussion rules which include waiting for turn to speak, respecting others, honoring each member of discussion by allowing all to participate, and active listening to confirm understanding (3.1.R.1) <p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> ● Facilitate the recursive process of reading and writing by allowing time to edit and revise drafts <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> ● All strategy-related PASS standards are removed and adjusted to reflect outcomes over approaches ● Select and evaluate texts based on a text complexity rubric <p>4: Vocabulary</p> <ul style="list-style-type: none"> ● Continue to build academic vocabulary <p>7: Multimodal Literacies</p> <ul style="list-style-type: none"> ● Provide opportunities for students to create presentations using multimodal content to communicate 	<p>1: Speaking and Listening</p> <ul style="list-style-type: none"> ● Following third grade appropriate collaborate discussion rules in pairs, diverse groups and whole class settings (3.1-3) <p>2: Reading Foundations/Reading and Writing Process</p> <ul style="list-style-type: none"> ● Correctly forming letters in print and cursive (3.2.PC) ● Decoding multisyllabic words (3.2.PWS.1-3) ● Locating key supporting details (3.2.R.1) ● Categorizing ideas and organizing them into paragraphs with correct indentations (3.2.W.1) <p>3: Critical Reading and Writing</p> <ul style="list-style-type: none"> ● Using textual evidence with addition of theme (3.3.R.3) ● Distinguishing fact from opinion (3.3.R.5) ● Writing narratives with point of view and conflict and resolution (3.3.W.1) ● Writing with transitional and signal words (3.3.W.2) <p>5: Language</p> <ul style="list-style-type: none"> ● Using verb tense to identify settings, times and sequences in text (3.5.R.2) <p>6: Research</p> <ul style="list-style-type: none"> ● Determining the relevance and reliability of information (3.6.R.4) ● Summarizing and presenting information (3.6.W.3) <p>7: Multimodal Literacies</p> <ul style="list-style-type: none"> ● Organizing information from a variety of texts to generate and ask literal questions (3.7.R.1)