

**Oklahoma**

**English Language Arts**

**Academic Standards**

 **DRAFT 3**

**3rd Grade**



**STANDARD 1: Speaking and Listening**

Students will speak and listen effectively in a variety of situations, including but not limited to responses to reading and writing.

**Reading**

Students will develop and apply effective communication skills through speaking and active listening.

**1.3.R.1**

Students will actively listen and speak clearly using appropriate discussion rules.

**1.3.R.2**

Students will ask and answer questions about information presented orally, through text or other media.

**1.3.R.3**

Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.

**Writing**

Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.

**1.3.W.1**

Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an understandable pace.

**1.3.W.2**

Students will work respectfully with diverse teams and assume shared responsibility for collaborative work, and value individual contributions made by each team member.

**STANDARD 2: Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.3.RF.1 Phonological Awareness**

Students will demonstrate their understanding of sounds in oral language.

*These standards do not continue into third grade. If phonological awareness skills are not mastered, students will address skills from previous grades.*

**2.3.RF.2 Print Concepts**

Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.

*These standards do not continue into third grade. If print concepts skills are not mastered, students will address skills from previous grades.*

**STANDARD 2 (Continued): Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations (Continued)**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.3.RF.3 Decoding: Phonics, Word Recognition and Structural Analysis**

Students will recognize sight words and decode and read words by applying phonics and word analysis skills.

**2.3.RF.3.A-B**

This standard does not continue into third grade.

**2.3.RF.3.C**

Students will decode multisyllabic words using their knowledge of:

**2.3.RF.3.C1 - 4.b; 2.3.RF.3.C.5.a-b**

These standards do not continue into third grade. If these decoding skills are not mastered, students will address skills from previous grades.

**2.3.RF.3.C.4.c**

-r-controlled vowels

**2.3.RF.3.C.5.c**

-vowel diphthongs (vowel combinations having two vowel sounds - Example /oi/ as in boil, /oy/ as in boy).

**2.3.RF.3.D**

Students will apply knowledge of structural analysis to decode words:

**2.3.RF.3.D.1**

-all major syllable patterns

**2.3.RF.3.D.2**

This standard does not continue into third grade.

**2.3.RF.3.D.3**

This standard does not continue into third grade.

**2.3.RF.3.D.4**

-contractions

**2.3.RF.3.D.5**

-abbreviations

**2.3.RF.3.D.6**

-common roots and related prefixes and suffixes

**2.3.RF.3.E**

This standard does not continue into third grade.

**2.3.RF.3.F**

Students will demonstrate use of decoding skills and semantics in context when reading new words in a text, including

multisyllabic words.

**STANDARD 2 (Continued): Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading Foundations (Continued)**

Students will develop foundational skills for future reading success by working with sounds, letters, and text.

**2.3.RF.4 Fluency**

Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level

**2.3.RF.4.A**

This standard does not continue into third grade.

**2.3.RF.4.B**

Students will read high frequency and/or irregularly spelled words with automaticity in text.

**2.3.RF.4.C**

Students will orally read appropriately leveled texts smoothly and accurately, with expression that connotes comprehension at the independent level.

**STANDARD 2: Reading Process/Writing Process**

Students will use recursive processes when reading and writing.

**Reading**

Students will read and comprehend increasingly complex literary and informational texts from a variety of historical and cultural perspectives to create meaning.

**2.3.R.1.A**

Students will use prereading skills and strategies (examples: activate prior knowledge and/or picture walk) with all types of text.

**2.3.R.1.B**

Students will ask and answer literal questions, using the text to support answers.

**2.3.R.2.A**

Students will identify the main idea and key supporting details of a passage.

**2.3.R.2.B**

Students will summarize major events in a text.

**Writing**

Students will develop and strengthen writing by engaging in a recursive process which includes prewriting, drafting, revising, editing, and publishing.

**2.3.W.1**

This standard does not extend into third grade.

**2.3.W.2**

Students will correctly form letters in print or cursive and use appropriate spacing for letters, words, and sentences.

**2.3.W.3.A**

Students will write using the steps of the writing process as appropriate (prewriting, drafting, revising, editing, and publishing).

**2.3.W.3.B**

Students will write declarative, interrogative, imperative, and exclamatory sentences.

**2.3.W.3.C**

Students will use letter sound knowledge to construct known words during the drafting process.

**2.3.W.4**

During editing, students will apply graphemes and word patterns to correctly spell grade-appropriate words.

**2.3.W.5**

Students will use resources to find correct spellings of words (examples: word wall, vocabulary notebook, print and electronic dictionaries).

**STANDARD 3: Vocabulary**

Students will expand their working vocabulary to effectively understand and communicate.

**Reading**

Students will build and apply vocabulary using various strategies to understand words while reading.

**3.3.R.1**

Students will use word parts (affixes, roots, stems) and context clues to identify new words.

**3.3.R.2**

Students will identify semantic relationships among words, including synonyms, antonyms, homographs, and homonyms.

**3.3.R.3**

Students will use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.

**3.3.R.4**

Students will determine how the author uses words to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language.

**3.3.R.5**

Students will apply knowledge of vocabulary to understand text.

**Writing**

Students will apply knowledge of vocabulary to communicate through domain-appropriate abstract and concrete words.

**3.3.W.1**

Students will apply knowledge of word parts and domain-specific vocabulary to communicate ideas in writing.

**STANDARD 4: Critical Reading & Critical Writing**

Students will apply critical thinking skills to reading and writing.

**Reading**

Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all genres (fiction, nonfiction, informational text, poetry, & drama) from a variety of historical, cultural, and global perspectives.

**4.3.R.1**

Students will apply comprehension strategies when reading (predicting, connecting, visualizing, questioning, synthesizing, inferring).

**4.3.R.2**

Students will monitor their own comprehension and adjust strategies when necessary.

**4.3.R.2.A**

Students will identify the author’s purpose.

**Literary**

**4.3.R.3.A**

With guidance and support, students will identify the moral or theme of a story.

**4.3.R.3.B**

Students will describe characters and explain how their actions affect the events in the text.

**4.3.R.3.C**

With guidance and support, students will ask and answer inferential questions, using the text to support answers.

**Informational**

**4.3.R.4.A**

With guidance and support, students will identify the structure of a text (Example: description, compare/contrast, sequential, problem/solution, cause/effect).

**4.3.R.4.B**

Students will identify characteristics of major genres (poetry, prose/narrative, drama, non-fiction).

**4.3.R.4.C**

Students will explain how the illustrations support aspects of the text.

**Writing**

Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and voice.

**Narrative**

**4.3.W.1.A**

Students will write narratives with characters and a logical sequence of events.

**Informative**

**4.3.W.2.A**

Students will write information about a topic that contains a main idea and supporting details.

**Opinion**

**4.3.W.3.A**

Students will express an opinion about a topic and provide reasons to support the opinion.



**STANDARD 5: Language**

Students will apply knowledge of grammar and rhetorical style to reading and writing.

(As students progress through grade levels, expectations increase and include the components of previous grade levels.)

**Reading**

Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

**5.3.R.1.A**

Students will identify pronouns and possessive nouns.

**5.3.R.1.B**

Students will identify irregular and past participle verbs, and use verb tense to identify setting, times and sequences in text.

**5.3.R.1.C**

Students will identify adjectives, articles as adjectives and adverbs.

**5.3.R.1.D**

Students will identify prepositions and conjunctions.

**5.3.R.2**

Students will identify the subject and verb agreement, and correct as necessary.

**Writing**

Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

**5.3.W.1**

Students will capitalize

**5.3.W.1.A**

-the first letters of sentences and quotations

**5.3.W.1.B**

This standard does not continue into third grade.

**5.3.W.1.C**

-greetings and closings when writing letters

**5.3.W.1.D**

-proper names, including geographical names and titles of respect

**5.3.W.1.E**

-dates

**5.3.W.1.F**

-book titles

**5.3.W.1.G**

This standard does not continue into third grade.

**5.3.W.2**

Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue while composing texts.

**5.3.W.3**

Students will compose simple, compound and complex sentences and questions.

**STANDARD 6: Research**

Students will engage in inquiry to acquire, refine, and share knowledge.

**Reading**

Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

**Writing**

Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, and presentations for multiple purposes.

**6.3.R.1**

Students will use their own questions to find information on their topic.

**6.3.W.1**

Students will generate a list of topics of interest and their individual questions about one specific topic of interest.

**6.3.R.2**

Students will locate information in reference texts, electronic resources, or through interviews

**6.3.W.2**

Students will summarize and present the information to create a report.

**6.3.R.3**

With guidance and support, students will determine the accuracy and relevance of the information for their specific topic of interest.

**STANDARD 7: Multimodal Literacies**

Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.

**Reading**

Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.

**Writing**

Students will create multimodal texts to communicate knowledge and develop arguments.

**7.3.R.1**

Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer questions.

**7.3.W.1**

Students will create multimodal content that communicates an idea using technology or appropriate media.

**STANDARD 8: Independent Reading and Writing**

Students will read and write for a variety of purposes, including but not limited to academic and personal ones, for extended periods of time. Students will integrate the other standards when reading and writing.

**Reading**

Students will independently read for a variety of purposes and for extended periods of time.  
Students will select appropriate texts for specific purposes.  
Students will integrate the other reading standards when reading on their own.

**8.3.R.1**

Students will select appropriate texts for specific purposes, read independently for extended periods of time.

**8.3.R.2**

Students will identify aspects of the other 7 ELA Standards that relate to their reading practices.

**Writing**

Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task. Students will integrate the other writing standards when writing on their own.

**8.3.W.1**

Students will apply aspects of the other 7 ELA Standards as they write independently for extended periods of time to communicate with different audiences for a variety of purposes.