

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

1st Six Weeks

| Local Objective/Description | |
|---|---|
| Unit #1 | |
| Reading/Literature | |
| Apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts. | |
| Standard 4: Comprehension/Critical Literacy | Interact with the words and concepts in a text to construct an appropriate meaning. |
| Standard 4.1b: Literal understanding | Use pre-reading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading. High CC/High OCCT |
| Standard 4.1c: Literal understanding | Recall major points in a text and revise predictions about what is read. High CC/High OCCT |
| Standard 4.2a: Inferences and interpretation | Make inferences by connecting prior knowledge and experience with information from the text. High CC/High OCCT |
| 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 correctly. |
| Standard 1.1: Writing process | Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing. Medium CC/Low OCCT |
| Standard 1.2: Writing process | Understand and demonstrate familiarity with the writing process and format of main idea. Medium CC/Low OCCT |
| Standard 1.3: Writing process | Compose coherent first drafts with clear focus of beginning, middle and ending. Medium CC/Low OCCT |
| Standard 1.4: Writing process | Revise drafts, changing or adding details and vivid, descriptive words. Medium CC/Low OCCT |
| Standard 1.5: Writing process | Proofread/edit writing, using standard editing marks, with peers or teacher. Medium CC/Low OCCT |
| Standard 1.6: Writing process | Publish and present writing to peers or adults. Medium CC/Low OCCT |

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
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1st Six Weeks (continued)

| Local Objective/Description | |
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| Grammar/Usage and Mechanics | |
| The student will demonstrate appropriate practices in writing by applying standard English conventions to the revision and editing stages of writing. | |
| Standard 3.1 Grammar/Usage | <p>Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing.</p> <ol style="list-style-type: none"> a. Singular, plural and possessive forms of nouns b. Common and proper nouns c. Subjective (nominative), objective, and possessive pronouns d. Present, past and future tense verbs e. Regular, irregular, and helping (auxiliary) verbs f. Past participle of verbs g. Subject-verb agreement h. Positive, comparative and superlative adjectives i. Time, place, and manner adverbs j. Coordinating conjunctions <p>Medium CC/Low OCCT</p> |
| Standard 3.2: Mechanics | <p>Students are expected to demonstrate appropriate language mechanics in writing.</p> <ol style="list-style-type: none"> a. Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences and quotations b. Correctly indent at the beginning of each paragraph c. Observe left and right hand margins <p>Medium CC/Low OCCT</p> |
| Standard 3.3: Punctuation | <p>Students are expected to demonstrate appropriate punctuation in writing.</p> <ol style="list-style-type: none"> a. Periods in abbreviations and sentence endings (terminal punctuation) b. Question and exclamation marks c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter d. Apostrophes in contractions and possessives 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, etc.) f. Quotation marks around direct quotations, the titles of individual poems, and short stories. <p>Medium CC/Low OCCT</p> |

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
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1st Six Weeks (continued)

| Local Objective/Description | |
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| Standard 3.4: Sentence Structure | <p>The student will demonstrate appropriate sentence structure in writing.</p> <ol style="list-style-type: none"> a. Correctly write four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation b. Begin to use simple, compound, and complex sentences appropriately in writing <p>Medium CC/Low OCCT</p> |
| Standard 3.5: Spelling | <p>Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.</p> <ol style="list-style-type: none"> 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 a plural, and common homophones. b. Spell phonetically regular multisyllabic words, contractions, and compounds c. Increase the number of high frequency words spelled correctly d. Spell words ending in -tion and -sion correctly e. Use various sources of materials to check and correct spelling <p>Medium CC/Low OCCT</p> |
| Standard 3.5: Handwriting | <p>Students are expected to demonstrate appropriate handwriting in the writing process.</p> <ol style="list-style-type: none"> a. Use handwriting/penmanship to copy and/or compose text using correct formation of letters b. Use correct spacing of letters and words in manuscript and cursive writing <p>Medium CC/Low OCCT</p> |

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Priority Academic Student Skills (PASS)

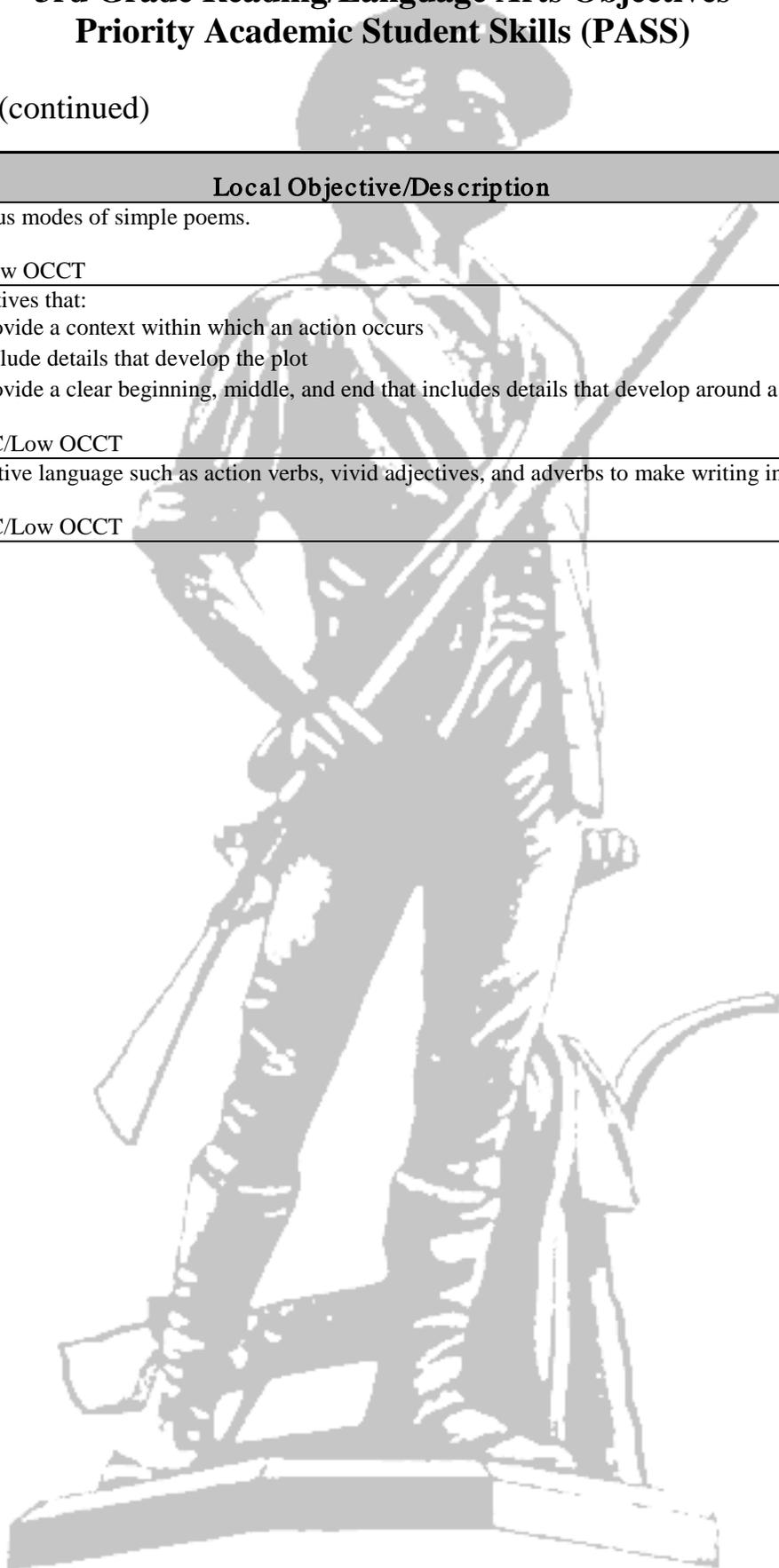
1st Six Weeks (continued)

| Local Objective/Description | |
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| Unit #2 | |
| Reading/Literature | |
| The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and responds to a wide variety of texts. | |
| Standard 1: Phonics/decoding | Apply sound-symbol relationships to decode words. |
| Standard 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. Medium CC/Low OCCT |
| Standard 6: Research and information | Conduct research and organize information. |
| Standard 6.1a: Accessing information | Alphabetize to the third letter. High CC/High OCCT |
| Standard 2: Evaluate Media | The student will evaluate visual and electronic media, such as film, as they compare with print messages. |
| Standard 2.1: Make connections between illustrations and print. Medium CC/Low OCCT | |
| Standard 2.2: Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations. Medium CC/Low OCCT | |
| Standard 2.3: Listen to, view, or read stories which tell of characters in American and other cultures. Medium CC/Low OCCT | |
| Standard 2: Modes and Forms of Writing | Communicate through a variety of written forms (modes), for a various purposes, and to a specific audience or person. |
| Standard 2.1: Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect. Medium CC/Low OCCT | |
| Standard 2.2: Write simple narrative, descriptive, persuasive, and creative paragraphs. Medium CC/Low OCCT | |
| Standard 2.3: Write descriptive and creative stories and poems about people, things, or experiences that: <ul style="list-style-type: none"> a. Develop a main idea b. use details to support the main idea c. have a clear beginning, middle, and ending Medium CC/Low OCCT | |
| Standard 2.4: Write informational pieces using one reference source and citing the title and author of the source. Medium CC/Low OCCT | |
| Standard 2.5: Write personal and formal letters, thank-you notes, invitations including the date, greeting, body, closing and signature. Medium CC/Low OCCT | |

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

1st Six Weeks (continued)

| Local Objective/Description | |
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| Standard 2.6: | Write various modes of simple poems. Low CC/Low OCCT |
| Standard 2.7: | Write narratives that: a. provide a context within which an action occurs b. include details that develop the plot c. provide a clear beginning, middle, and end that includes details that develop around a central idea Medium CC/Low OCCT |
| Standard 2.8: | Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting. Medium CC/Low OCCT |



Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

2nd Six Weeks

| Local Objective/Description | |
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| Unit #2 (continued) | |
| 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. |
| Standard 1.1: | Listen critically for information and incorporate the information into other activities. Medium CC/Low OCCT |
| Standard 1.2: | Listen actively for pleasure and respond appropriately. Medium CC/Low OCCT |
| Standard 2: Speaking | The student will express ideas and opinions in a group or individual situations. |
| Standard 2.1: | Speak articulately and audibly using appropriate grammar, enunciation, and volume. Medium CC/Low OCCT |
| Standard 2.2: | Make a brief narrative (story) presentations that: <ul style="list-style-type: none"> a. provide a context for an event that is the subject of the presentation b. provide insight into why the selected event should be of interest to the audience c. include well-chosen details to develop characters, setting, and plot Medium CC/Low OCCT |
| Standard 2.3: | Plan and present dramatic interpretations of experiences, stories, poems or plays. Medium CC/Low OCCT |
| Standard 2.4: | Organize ideas chronologically (in the order they happened) or around major points of information. Medium CC/Low OCCT |
| Standard 2.5: | Use clear and specific vocabulary to communicate ideas and establish the tone of the message. Medium CC/Low OCCT |
| Standard 2.6: | Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea. Medium CC/Low OCCT |
| Standard 3: Group Interaction | The student will use effective communication strategies in pairs and small group context. |
| Standard 3.1: | Show respect and consideration for others in verbal and physical communication. Medium CC/Low OCCT |
| Standard 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. Medium CC/Low OCCT |

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

2nd Six Weeks (continued)

| Local Objective/Description | |
|---|---|
| Standard 3: Compose Visual Message | <p>The student will create a visual message that effectively communicates an idea.</p> <p>Example: Create visual messages to communicate ideas (e.g. developing a product advertisement, creating cartoons to share information, or designing book posters).</p> <p>Medium CC/Low OCCT</p> |
| Unit #3 | |
| 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 | <p>Apply sound-symbol relationship to decode words.</p> |
| Standard 1.2: Structural analysis | <p>Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, and final stable syllables).</p> <p>Medium CC/Low OCCT</p> |
| Standard 1.3: Apply sound-syllable relationships to decode words: Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words. | <p>Medium CC/Low OCCT</p> |
| Vocabulary | |
| Develop and expand knowledge of words and word meanings to increase vocabulary. | |
| Standard 2.2: Affixes | <p>Use prefixes (for example: Un-, pre-, mis-, dis-, en-, in-, im-, ir-) Use suffixes (for example: -er, -est,-ful,-ness,-ing,-ish,-less) and roots to determine the meaning of words.</p> <p>Medium CC/Low OCCT</p> |
| Standard 4: Comprehension/critical literacy | <p>Interact with the words and concepts in a text to construct an appropriate meaning.</p> |
| Standard 4.4b: Analysis and evaluation | <p>Distinguish between fact and opinion in nonfiction text.</p> <p>Medium CC/Low OCCT</p> |
| Standard 6: Research and information | <p>Conduct research and organize information.</p> |
| Standard 6.1d: Accessing information | <p>select the best source for a given purpose: Use the title page, table of contents, glossary, chapter headings, and index to locate information.</p> <p>High CC/High OCCT</p> |
| Standard 6.1e: Accessing information | <p>Select the best source for a given purpose: Use text formats as an aid in constructing meaning from nonfiction (expository) text. (e.g., heading, subheading, bold print, and italics)</p> <p>High CC/High OCCT</p> |

Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

2nd Six Weeks (continued)

| Local Objective/Description | |
|-----------------------------|--|
| Standard 3: Fluency | The student will identify words rapidly so that attention is directed at the meaning of the text. |
| Standard 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. Medium CC/Low OCCT |
| Standard 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). Medium CC/Low OCCT |
| Standard 3.3: | Engage in repeated readings of the same text to increase fluency. Medium CC/Low OCCT |
| Standard 3.4: | Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts. Medium CC/Low OCCT |
| Standard 3.5: | Use punctuation cues (e.g. final punctuation, commas, quotation marks in text with appropriate phrasing as a guide to understanding meaning). Medium CC/Low OCCT |



Sand Springs Public Schools
3rd Grade Reading/Language Arts Objectives
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3rd Six Weeks

| Local Objective/Description | | |
|-----------------------------|--|--|
| Unit #4 | | |
| Standard 4: | Comprehension/critical literacy | Interact with the words and concepts in a text to construct an appropriate meaning. |
| Standard 4.1d: | Literal understanding | Show understanding by asking questions and supporting answers with literal information from the text. High CC/High OCCT |
| Standard 4.4a: | Analysis and evaluation | Analyze characters including their traits, relationships, feelings, and changes in text. High CC/High OCCT |
| Standard 5: | Literature | Read to construct meaning and respond to a wide variety of literary forms. |
| Standard 5.2a: | Literary elements | Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts. Medium CC/High OCCT |
| Standard 5.2b: | Literary elements | Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Recognize themes that occur across literary works. Medium CC/High OCCT |
| Unit #5 | | |
| Standard 2: | Vocabulary | Develop and expand knowledge of words and word meanings to increase vocabulary. |
| Standard 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. High CC/High OCCT |
| Standard 2.3: | Synonyms, antonyms, and homonyms | Determine the meanings of words using knowledge of synonyms, antonyms, homonyms and multiple meaning words. High CC/High OCCT |
| Standard 2; | Vocabulary | Develop and expand knowledge of words and word meanings to increase vocabulary. |
| Standard 2.4: | Using resource materials | Use word reference materials (glossary, dictionary, and thesaurus) to determine the meaning and pronunciation of unknown words. High CC/High OCCT |
| Standard 6: | Research and information | Conduct research and organize information. |
| Standard 6.1b: | Accessing information | Select the best source for a given purpose: Use guide words to locate words in dictionaries and topics in encyclopedias. High CC/High OCCT |

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3rd Grade Reading/Language Arts Objectives
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3rd Six Weeks (continued)

| Local Objective/Description | |
|---|--|
| Unit #6 | |
| Standard 4: Comprehension/critical literacy | Interact with the words and concepts in a text to construct an appropriate meaning. |
| Standard 4.3b: Summary and generalization | Make generalizations about a text (e.g., theme of a story or main idea of an informational text). High CC/High OCCT |
| Standard 5: Literature | Read to construct meaning and respond to a wide variety of literary forms. |
| Standard 5.3: Figurative language and sound devices | Identify figurative language and sound devices in writing and how they affect the development of a literary work. Medium CC/Medium OCCT |
| Standard 6: Research and information | Conduct research and organize information. |
| Standard 6.1c: Accessing information | Select the best source for a given purpose: Access information from charts, maps, graphs, schedules, directions, and diagrams. High CC/High OCCT |
| Standard 6: Research and information | Conduct research and organize information. |
| Standard 6.2d: Interpreting information | Analyze and evaluate information from a variety of sources: 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. Medium CC/High OCCT |



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4th Six Weeks

| Local Objective/Description | |
|--|---|
| Unit #7 | |
| Standard 4: Comprehension/critical literacy | Interact with the words and concepts in a text to construct an appropriate meaning. |
| Standard 4.1a: Literal understanding | Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade. High CC/High OCCT |
| Standard 4.2b: Inferences and interpretation | Interpret text, including lessons or morals depicted in fairy tales, fables, etc. and draw conclusions from evidence presented in the text. High CC/High OCCT |
| Standard 4.3a: Summary and generalization | Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction. High CC/High OCCT |
| Standard 4.4c: Analysis and evaluation | Analyze the causes, motivations, sequences, and results of events from a text. High CC/High OCCT |
| Unit #8 | |
| Standard 4.3c: Summary and generalization | Produce summaries of text selections. High CC/High OCCT |
| Standard 5: Literature | Read to construct meaning and respond to a wide variety of literary forms. |
| Standard 5.1a: Literary genres | Demonstrate knowledge of an appreciation for various forms (genres) of literature: 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). Medium CC/Low OCCT |
| Standard 5.1b: Literary genres | Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read, understand, and discuss a variety of genres. Medium CC/Low OCCT |

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3rd Grade Reading/Language Arts Objectives
Priority Academic Student Skills (PASS)

5th Six Weeks

| Local Objective/Description | |
|--|---|
| Unit #9 | |
| Standard 4: Comprehension/critical literacy | Interact with the words and concepts in a text to construct an appropriate meaning. |
| Standard 4.5b: Monitoring and correction strategies | Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues. Medium CC/Low OCCT |
| Standard 6: Research and information | Conduct research and organize information. |
| Standard 6.2b: Interpreting information | Analyze and evaluate information from a variety of sources: 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). Medium CC/Low OCCT |
| 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. |
| Standard 1.1: Interpret Meaning | Distinguish fact, opinion and fiction in print and nonprint media in literature and advertisement. Medium CC/Low OCCT |
| Standard 1.2: Interpret Meaning | Interpret and describe important events and ideas gathered from maps, charts and graphics. Medium CC/Low OCCT |
| Standard 3: Compose Visual Messages | The student will create a visual message that effectively communicates an idea. |
| Standard 3: (Example): Create messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters Medium CC/Low OCCT | |