

Grade 3

Curriculum Alignment to Oklahoma Academic Standards

Core Knowledge Language Arts

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| Oklahoma Academic Standards | Core Knowledge Language Arts |
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| <p>Standard 1: Listening and Speaking Students will listen and speak effectively in a variety of situations.</p> | |
| <p>Listening Students will develop and apply effective communication skills through active listening.</p> | |
| <p>3.1.L.1 Students will actively listen using agreed-upon discussion rules.</p> | <p>TG: U4: Lessons: 2, 9 U5: Lessons: 9, 17 U6: Lessons: 7 U9: Lessons: 9, 13 U10: Lessons: 12, 13, 14, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>Writing Studio TG: U1: Lessons: 2 U2: Lessons: 1, 2, 7, 8 U3: Lessons: 1, 2, 3, 8 U4: Lessons: 1, 2, 3, 6 U5: Lessons: 1 U6: Lessons: 1, 2 U7: Lessons: 3</p> |
| <p>3.1.L.2 Students will actively listen and interpret a speaker’s verbal messages and ask questions to clarify the speaker’s purpose.</p> | <p>TG: U4: Lessons: 2, 4, 7, 13 U5: Lessons: 17 U6: Lessons: 6, 8, 11 U9: Lessons: 9 U10: Lessons: 14, 15 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Studio TG: U1: Lessons: 2, 3 U2: Lessons: 7, 8 U3: Lessons: 8 U4: Lessons: 1, 3, 4, 5 U5: Lessons: 4, 5 U6: Lessons: 2, 3, 5, 7 U7: Lessons: 3, 4</p> |
| <p>Speaking Students will develop and apply effective communication skills to share ideas through speaking.</p> | |
| <p>3.1.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and</p> | <p>Oklahoma Instructional Strategies and Routines, Listening and Speaking: Speaking, p. 56</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|--|
| recognizing individual contributions made by each group member. | |
| <p>3.1.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.</p> | <p>TG: U1: Lessons: 4, 11 U2: Lessons: 2, 3, 5, 6, 7 U4: Lessons: 1, 3, 10 U5: Lessons: 1, 2, 3, 4, 5, 6, 8, 9, 10, 13, 17 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 U7: Lessons: 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16 U8: Lessons: 2, 13 U9: Lessons: 9, 14 U10: Lessons: 2, 10, 12, 13, 14, 16</p> <p>Writing Studio TG: U1: Lessons: 3, 4, 6 U2: Lessons: 2, 4, 5, 6, 7, 8 U3: Lessons: 2, 3, 4, 6, 7, 8 U4: Lessons: 4, 6 U5: Lessons: 4, 5 U6: Lessons: 2, 3, 5, 7 U7: Lessons: 4, 5, 6, 7</p> |
| <p>3.1.S.3 Students will 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.</p> | <p>TG: U1: Lessons: 3, 6 U2: Lessons: 3, 5, 6, 8, 11, 12, 14 U4: Lessons: 9 U5: Lessons: 8, 17 U6: Lessons: 10, 11 U7: Lessons: 14 U8: Lessons: 2, 6 U9: Lessons: 4, 6, 7 U11: Lessons: 8, 9, 10, 11, 12</p> <p>Writing Studio TG: U1: Lessons: 4 U3: Lessons: 5 U4: Lessons: 2, 5, 7 U5: Lessons: 6, 7, 8</p> |
| <p>Standard 2: Reading and Writing Foundations Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.</p> | |
| <p>Phonological Awareness Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.</p> | |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| <p>3.2.PA Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of <i>listen</i> to say <i>glisten</i>; delete the /b/ in <i>bridges</i> to say <i>ridges</i>; substitute the /f/ in <i>frighten</i> with /b/ to say <i>brighten</i>; reverse the initial and final sounds in <i>safe</i> to say <i>face</i>).</p> | <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonological Awareness, p. 57</p> |
| <p>Print Concepts Students will demonstrate their understanding of the organization and basic features of print.</p> | |
| <p>3.2.PC Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.</p> | <p>TG: U1: Cursive Program: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Print Concepts, p. 59</p> |
| <p>Phonics and Word Study Students will decode words by applying phonics and word analysis skills in context and isolation.</p> | |
| <p>3.2.PWS.1 Students will decode multisyllabic words using their knowledge of the following phonics skills:</p> | |
| <ul style="list-style-type: none"> vowel diphthongs | <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study, p. 60</p> |
| <ul style="list-style-type: none"> all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled) | <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study, p. 60</p> |
| <p>3.2.PWS.2 Students will decode words by applying knowledge of structural analysis:</p> | |
| <ul style="list-style-type: none"> contractions | <p>TG: U8: Lessons: 9</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study, p. 62</p> |
| <ul style="list-style-type: none"> abbreviations | <p>TG: U4: Lesson 1</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Phonics and Word Study, p. 62</p> |
| <ul style="list-style-type: none"> common roots and related prefixes and suffixes | <p>TG: U2: Lessons: 1, 5, 6, 8, 9, 10, 11, 15 U3: Lessons: 4, 7, 8 U4: Lessons: 8, 14 U5: Lessons: 1, 3, 4, 5, 7, 8, 10, 11 U6: Lessons: 3, 8</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|--|
| | <p>U7: Lessons: 4, 7, 9, 14 U8: Lessons: 3, 4, 8, 9 U9: Lessons: 3, 4, 7, 12, 14 U10: Lessons: 2, 3, 4, 6, 11, 13 U11: Lessons: 3, 8, 9</p> |
| <ul style="list-style-type: none"> morphology | <p>TG: U2: Lessons: 4, 6, 8, 9, 11 U3: Lessons: 4, 7, 8 U4: Lessons: 3, 8, 14 U5: Lessons: 1, 5, 7, 8 U6: Lessons: 3, 8 U7: Lessons: 4, 7, 9, 14 U8: Lessons: 3, 4, 8, 9 U9: Lessons: 3, 4, 7, 12, 14 U10: Lessons: 2, 3, 4, 6, 11, 13 U11: Lessons: 3, 4, 8, 9</p> |
| <p>3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p> | <p>TG: U1: Lessons: 1, 2, 3, 4, 5 U2: Lessons: 1, 6 U6: Lessons: 2 U7: Lessons: 3, 6, 11, 17 U8: Lessons: 1, 3, 5, 6, 8, 9, 11 U10: Lessons: 1, 2, 11, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> |
| <p>Spelling/Encoding Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.</p> | |
| <p>3.2.SE.1 Students will use correct spelling when writing the following sounds in words:</p> | |
| <ul style="list-style-type: none"> diphthongs | <p>TG: U1: Lessons: 7 U3: Lessons: 1, 3 U9: Lessons: 3, 6, 7, 9 U10: Lessons: 1, 3, 4, 5, 6, 9, 10, 15 U11: Lessons: 1, 4, 5, 6, 9, 10</p> |
| <ul style="list-style-type: none"> schwa (i.e., /ə/) | <p>TG: U8: Lessons: 1, 4, 6, 9, 10 U10: Lessons: 1, 4, 5</p> |
| <ul style="list-style-type: none"> silent letter combinations (e.g., <i>knew</i>, <i>could</i>, <i>ghost</i>) | <p>TG: U1: Lessons: 12, 13 U7: Lessons: 6, 9, 10, 11, 15 U8: Lessons: 6, 9, 10 U9: Lessons: 10, 14 U10: Lessons: 4, 5 U11: Lessons: 1, 4</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|---|
| <ul style="list-style-type: none"> hard/soft c, g (e.g., <i>cover</i>, <i>celebrate</i>, <i>gorilla</i>, <i>general</i>) | <p>TG: U1: Lessons: 11 U6: Lessons: 1, 5, 6, 10 U7: Lessons: 1, 3, 5, 11, 15</p> |
| <p>3.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:</p> | |
| <ul style="list-style-type: none"> vowel digraphs | <p>TG: U1: Lessons: 2, 3, 4, 5, 7 U2: Lessons: 6, 7, 8, 9, 10 U9: Lessons: 1, 3, 4, 5, 6, 7, 9</p> |
| <ul style="list-style-type: none"> consonant + -le | <p>TG: U8: Lessons: 6, 9, 10</p> |
| <p>3.2.SE.3 Students will use structural analysis to correctly spell the following parts of words:</p> | |
| <ul style="list-style-type: none"> common prefixes | <p>TG: U2: Lessons: 4, 8 U3: Lessons: 4, 7, 8 U5: Lessons: 1, 7, 8 U6: Lessons: 4 U9: Lessons: 3, 4, 12 U10: Lessons: 3, 4, 11, 13 U11: Lessons: 3, 8, 9</p> |
| <ul style="list-style-type: none"> common suffixes | <p>TG: U2: Lessons: 1, 5, 6, 10, 11, 15 U3: Lessons: 1, 3, 4, 5, 6, 7, 10, 11, 13, 14 U4: Lessons: 3, 8, 14 U5: Lessons: 1, 2, 3, 4, 5, 7, 8 U6: Lessons: 3, 8 U7: Lessons: 4, 7, 9, 14 U8: Lessons: 3, 6, 8, 9 U9: Lessons: 10 U10: Lessons: 2, 3, 4, 6, 7, 8 U11: Lessons: 3, 8</p> |
| <ul style="list-style-type: none"> common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant) | <p>TG: U2: Lessons: 6, 9, 10, 12, 15 U3: Lessons: 1, 3, 4, 5, 6, 8, 9, 10, 11, 12 U4: Lessons: 1, 5, 6, 10, 11, 14, 15 U5: Lessons: 1, 3, 5, 6, 7, 10, 11, 15 U6: Lessons: 1, 5, 6, 10 U7: Lessons: 1, 3, 5, 6, 9, 10, 11, 15 U8: Lessons: 1, 3, 4, 5, 6, 9, 10 U9: Lessons: 1, 4, 5, 6, 7, 9, 10, 11, 12, 14 U10: Lessons: 1, 4, 5, 6, 8, 10, 11, 15 U11: Lessons: 3, 8</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| <p>Fluency Students will read grade-level text smoothly and accurately, with appropriate expression.</p> | |
| <p>3.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p> | <p>TG: U4: Lessons: 6, 11, 12, 15 U5: Lessons: 14 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Foundations: Fluency p. 64</p> |
| <p>3.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p> | <p>TG: U1: Lessons: 1, 6, 15 U2: Lessons: 4, 5, 9, 10, 11, 15 U4: Lessons: 14, 15 U5: Lessons: 2, 3, 6, 7, 9, 10, 11, 14, 17 U6: Lessons: 1, 2, 3, 6, 7, 8, 9 U7: Lessons: 1, 2, 3, 4, 6, 7, 10, 11, 12, 14, 15, 16, 17 U8: Lessons: 8, 9, 10 U9: Lessons: 1, 2, 4, 6, 8, 12, 14 U10: Lessons: 2, 5, 7, 9, 11, 13, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> |
| <p>Standard 2: Reading and Writing Process Students will use a variety of recursive reading and writing processes.</p> | |
| <p>Reading Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.</p> | |
| <p>3.2.R.1 Students will determine the main idea and supporting details of a text.</p> | <p>TG: U1: Lessons: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U2: Lessons: 4, 9, 11, 12, 13 U3: Lessons: 1, 4, 10 U4: Lessons: 3, 4, 5, 6, 7, 8, 9, 11, 14, 15 U5: Lessons: 1, 3, 4, 5, 6, 7, 9, 10, 12, 13, 14 U6: Lessons: 3, 4, 9, 10, 11, 14, 15, 17 U7: Lessons: 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 18 U8: Lessons: 8 U9: Lessons: 1, 2, 6, 8, 14 U10: Lessons: 3, 4, 5, 6, 10, 12, 15 U11: Lessons: 2, 4, 5, 6, 7, 9</p> <p>Writing Studio TG: U3: Lessons: 2, 3, 6 U4: Lessons: 1, 4, 5, 6 U5: Lessons: 4 U7: Lessons: 4, 5, 6</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| 3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts. | Oklahoma Instructional Strategies and Routines, Reading and Writing Process: Reading, p. 65 |
| 3.2.R.3 Students will summarize and sequence the important events of a story. | <p>TG: U1: Lessons: 3 U4: Lessons: 5, 6, 7, 10, 13 U5: Lessons: 2, 8 U6: Lessons: 4, 5, 11 U10: Lessons: 2, 4, 7</p> <p>Writing Studio TG: U1: Lessons: 1, 6 U2: Lessons: 5, 6 U3: Lessons: 6 U4: Lessons: 4 U5: Lessons: 1 U7: Lessons: 4</p> |
| 3.2.R.4 Students will summarize facts and details from an informational text. | <p>TG: U4: Lessons: 5, 6, 7, 8, 10 U5: Lessons: 2, 5, 6, 7 U10: Lessons: 2, 4, 6 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 10</p> <p>Writing Studio TG: U3: Lessons: 2, 3, 6</p> |
| <p>Writing Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.</p> | |
| 3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing. | <p>TG: U1: Lessons: 11, 12, 13 U2: Lessons: 13, 14 U4: Lessons: 8 U5: Lessons: 14, 15 U6: Lessons: 6, 10 U7: Lessons: 8, 9, 12, 17, 18 U10: Lessons: 7, 9</p> <p>Writing Studio TG: U1: Lessons: 1, 6 U2: Lessons: 3, 6, 8 U3: Lessons: 3, 6 U4: Lessons: 4 U5: Lessons: 1, 5, 6, 7 U6: Lessons: 2, 5, 7, 8 U7: Lessons: 4, 5, 6</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|--|
| <p>3.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p> | <p>TG: U1: Lessons: 12 U2: Lessons: 12, 13, 14 U4: Lessons: 3, 7, 8, 9, 14, 15 U5: Lessons: 13, 14, 15, 16 U6: Lessons: 9, 10 U7: Lessons: 9, 13, 17, 18, 19, 20 U10: Lessons: 4, 5, 6, 7, 8, 9, 10</p> <p>Writing Studio TG: U1: Lessons: 1, 6 U2: Lessons: 3, 6, 8 U3: Lessons: 3, 6 U4: Lessons: 4 U5: Lessons: 1, 5, 6, 7 U6: Lessons: 2, 5, 7, 8 U7: Lessons: 1, 2, 3</p> |
| <p>3.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</p> | <p>TG: U1: Lessons: 13 U2: Lessons: 12, 13, 14 U5: Lessons: 13, 14, 15, 16 U7: Lessons: 9, 13, 17, 18, 19, 20 U10: Lessons: 4, 5, 6, 7, 8, 9, 10</p> <p>Writing Studio TG: U1: Lessons: 1, 6 U2: Lessons: 3, 6, 8 U3: Lessons: 3, 6 U4: Lessons: 4 U5: Lessons: 1, 5, 6, 7 U6: Lessons: 2, 5, 7, 8 U7: Lessons: 1, 2, 3</p> |
| <p>3.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p> | <p>Oklahoma Instructional Strategies and Routines, Reading and Writing Process: Writing, p. 67</p> |
| <p>Standard 3: Critical Reading and Critical Writing Students will apply critical thinking skills to reading and writing.</p> | |
| <p>Reading Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.</p> | |
| <p>3.3.R.1 Students will determine if the author’s purpose is to entertain, inform, or persuade.</p> | <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 69</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|---|
| 3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view. | TG: U1: Lessons: 9 U4: Lessons: 6, 11, 12, 14, 15 U5: Lessons: 4, 5 U8: Lessons: 3, 6, 12 |
| 3.3.R.3 Students will find examples of literary elements: | |
| <ul style="list-style-type: none"> • setting | TG: U1: Lessons: 1, 2, 3, 4, 7, 8, 9, 12, 14, 15 U4: Lessons: 1, 2, 12, 13 U5: Lessons: 4, 5, 8, 10 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9 U8: Lessons: 3, 6, 7, 8, 12 U10: Lessons: 2, 3, 4, 7, 14, 16 |
| <ul style="list-style-type: none"> • plot | TG: U1: Lessons: 1, 2, 3, 8, 11, 12, 13, 14, 15 U4: Lessons: 1, 2, 5, 7, 10, 13 U5: Lessons: 2 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9 U8: Lessons: 1, 7, 12 U10: Lessons: 2, 3, 4, 7, 14 |
| <ul style="list-style-type: none"> • characters | TG: U1: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U4: Lessons: 1, 2, 4, 6, 7, 13 U5: Lessons: 2, 3, 4, 5, 7, 8, 10, 11 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9 U8: Lessons: 3, 6, 7, 8, 12 U9: Lessons: 2, 12 U10: Lessons: 2, 3, 4, 7, 14 |
| <ul style="list-style-type: none"> • characterization | TG: U1: Lessons: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U4: Lessons: 7, 13 U5: Lessons: 2, 5, 10 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 U8: Lessons: 1, 5, 6, 7, 8, 11, 12 U9: Lessons: 2, 12 U10: Lessons: 12, 16 |
| 3.3.R.4 Students will find examples of literary devices: | |
| <ul style="list-style-type: none"> • personification | TG: U1: Lessons: 12 U5: Lessons: 11 U6: Lessons: 1 |
| <ul style="list-style-type: none"> • hyperbole | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 71 |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| <ul style="list-style-type: none"> • simile | TG: U4: Lessons: 4 U5: Lessons: 4, 6 U7: Lessons: 11 |
| <ul style="list-style-type: none"> • alliteration | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 71 |
| <ul style="list-style-type: none"> • onomatopoeia | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 71 |
| 3.3.R.5 Students will answer inferential questions, using a text to support answers. | TG: U1: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U3: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, U4: Lessons: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 14, 15 U5: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13 U6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9 U7: Lessons: 1, 2, 3, 4, 5, 6, 8, 10, 12, 13, 14, 15, 16, 18, 19 U8: Lessons: 1, 4, 5, 6, 7, 8, 10, 11 U10: Lessons: 1, 3, 4, 5, 6, 7, 9, 10, 11, 12, 14, 15 |
| 3.3.R.6 Students will distinguish fact from opinion in an informational text. | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 72 |
| 3.3.R.7 Students will describe the structure of an informational text: | |
| <ul style="list-style-type: none"> • problem/solution | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 73 |
| <ul style="list-style-type: none"> • description | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 73 |
| <ul style="list-style-type: none"> • sequential | Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Reading, p. 73 |
| Writing Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences. | |
| 3.3.W.1 Students will write narratives incorporating: | |
| <ul style="list-style-type: none"> • setting | TG: U1: Lessons: 3 U10: Lessons: 2, 9, 10, 16 Writing Studio TG: U1: Lessons: 1, 2, 3, 6 U5: Lessons: 1, 2, 5, 7 U7: Lessons: 1 |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|---|
| <ul style="list-style-type: none"> plot | <p>TG: U1: Lessons: 3 U10: Lessons: 7, 8, 9, 10, 16</p> <p>Writing Studio TG: U1: Lessons: 2, 3, 4, 5, 6, 7 U5: Lessons: 1, 2, 7 U7: Lessons: 1</p> |
| <ul style="list-style-type: none"> characters | <p>TG: U1: Lessons: 2 U6: Lessons: 6, 8, 10 U7: Lessons: 13 U10: Lessons: 5, 6, 9, 10, 16</p> <p>Writing Studio TG: U1: Lessons: 1, 2, 3, 5, 6, 7 U5: Lessons: 1, 2, 3, 5 U7: Lessons: 1, 6</p> |
| <ul style="list-style-type: none"> characterization | <p>TG: U1: Lessons: 2 U6: Lessons: 6, 8, 10 U7: Lessons: 13 U10: Lessons: 5, 6, 9, 10, 16</p> <p>Writing Studio TG: U1: Lessons: 1, 3, 5, 6 U5: Lessons: 1, 2, 3, 5 U7: Lessons: 6</p> |
| <p>3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.</p> | <p>TG: U2: Lessons: 5, 6, 9, 12, 13, 14 U3: Lessons: 1, 2, 5, 6, 9, 10, 11 U5: Lessons: 14, 15, 16 U6: Lessons: 5, 6, 7, 8, 9, 10 U7: Lessons: 4, 17, 18, 19, 20</p> <p>Writing Studio TG: U2: Lessons: 2 U3: Lessons: 1, 2, 4, 7, 8 U4: Lessons: 1, 3, 4, 5, 6, 7 U7: Lessons: 3, 4, 5</p> |
| <p>3.3.W.3 Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.</p> | <p>TG: U1: Lessons: 10, 11, 12, 13, 14, 15 U2: Lessons: 1, 4, 6, 7, 8, 10, 11 U4: Lessons: 4, 7, 8, 9, 13, 14, 15 U5: Lessons: 8 U6: Lessons: 1, 2, 4 U7: Lessons: 9, 16</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| | <p>U9: Lessons: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13</p> <p>Writing Studio TG:</p> <p>U2: Lessons: 1, 2, 4, 6, 7, 8</p> <p>U6: Lessons: 1, 5, 6, 8</p> <p>U7: Lessons: 3, 4, 5</p> <p>Oklahoma Instructional Strategies and Routines, Critical Reading and Writing: Writing p. 74</p> |
| <p>Standard 4: Vocabulary</p> <p>Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.</p> | |
| <p>Reading</p> <p>Students will expand their grade-level vocabularies through reading, word study, and class discussion.</p> | |
| <p>3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.</p> | <p>TG:</p> <p>U1: Lessons: 1, 6, 11, 13</p> <p>U2: Lessons: 12</p> <p>U3: Lessons: 1</p> <p>U4: Lessons: 2, 3, 5, 6, 9</p> <p>U5: Lessons: 2, 4, 5, 6, 7, 9, 12, 14</p> <p>U6: Lessons: 3</p> <p>U7: Lessons: 3, 4, 9</p> <p>U8: Lessons: 3, 4, 5, 7, 8, 11</p> <p>U9: Lessons: 2, 6, 10</p> <p>U10: Lessons: 1, 6, 9</p> |
| <p>3.4.R.2 Students will use context clues to clarify the meaning of words.</p> | <p>TG:</p> <p>U2: Lessons: 8, 10</p> <p>U4: Lessons: 1, 6, 7</p> <p>U5: Lessons: 4, 5, 6, 11</p> <p>U6: Lessons: 1, 2, 5, 7</p> <p>U9: Lessons: 2, 3, 8, 11, 12, 13</p> <p>U10: Lessons: 1, 10, 11, 15, 16</p> <p>U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8</p> |
| <p>3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.</p> | <p>TG:</p> <p>U2: Lessons: 1, 3, 4, 5, 6, 8, 9, 10, 11, 15</p> <p>U3: Lessons: 4, 7, 8</p> <p>U4: Lessons: 8, 11, 14</p> <p>U5: Lessons: 1, 3, 4, 5, 7, 8, 10, 11</p> <p>U6: Lessons: 3, 8</p> <p>U7: Lessons: 4, 7, 9, 14</p> <p>U8: Lessons: 3, 4, 6, 8, 9</p> <p>U9: Lessons: 3, 4, 8, 12</p> <p>U10: Lessons: 2, 3, 4, 6, 11, 13, 16</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| | Oklahoma Instructional Strategies and Routines, Vocabulary: Reading, p. 75 |
| 3.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text. | <p>TG: U2: Lessons: 1, 2, 3, 4, 5, 9, 10, 12 U4: Lessons: 5, 14 U5: Lessons: 5, 8, 9 U6: Lessons: 2, 4 U7: Lessons: 7, 10 U8: Lessons: 6, 10 U9: Lessons: 2, 13 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Oklahoma Instructional Strategies and Routines, Vocabulary: Reading, p. 77</p> |
| 3.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts. | <p>TG: U1: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U2: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U3: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U4: Lessons: 1 U5: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 U6: Lessons: 1, 2, 3, 4, 5, 6, 7 U7: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 20 U8: Lessons: 5, 6, 9, 10, 11, 12 U9: Lessons: 1, 3 U10: Lessons: 1, 2, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> |
| <p>Writing Students will apply knowledge of vocabulary to speak and write effectively.</p> | |
| 3.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas. | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U3: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U6: Lessons: 4, 7 U7: Lessons: 8 U8: Lessons: 5, 6, 9, 10, 11, 12 U9: Lessons: 1, 3 U10: Lessons: 1, 2, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Writing Studio TG: U1: Lessons: 2, 8 U2: Lessons: 1, 5 U7: Lessons: 1</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
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| <p>3.4.W.2 Students will use precise vocabulary in writing for the intended mode and effect on the audience.</p> | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 U3: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 U6: Lessons: 4, 7 U7: Lessons: 8 U8: Lessons: 5, 6, 9, 10, 11, 12 U9: Lessons: 1, 3 U10: Lessons: 1, 2, 4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p>Writing Studio TG: U1: Lessons: 2, 8 U2: Lessons: 1, 5 U3: Lessons: 1, 7 U7: Lessons: 1</p> <p>Oklahoma Instructional Strategies and Routines, Vocabulary: Reading, p. 79</p> |
| <p>Standard 5: Language Students will expand and apply knowledge of grammar, mechanics, and style to comprehend texts and communicate effectively.</p> | |
| <p>Reading Students will expand and apply knowledge of grammar, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.</p> | |
| <p>3.5.R.1 Students will recognize simple and compound sentences.</p> | <p>TG: U1: Lessons: 4 U2: Lessons: 6, 15 U3: Lessons: 3, 5, 12 U5: Lessons: 7, 9, 12 U6: Lessons: 2, 4, 6, 7, 9, 10, 11 U7: Lessons: 2, 5, 6, 8 U9: Lessons: 7, 14</p> |
| <p>3.5.R.2 Students will recognize parts of speech in sentences:</p> | |
| <ul style="list-style-type: none"> concrete, abstract, and possessive nouns | <p>TG: U2: Lessons: 11, 12, 15 U3: Lessons: 12 U7: Lessons: 4 U8: Lessons: 2, 3, 4, 6, 7, 9, 10, 13</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> different types of verbs (i.e., action, linking, helping) and their roles in a sentence | <p>TG: U2: Lessons: 1, 2, 3, 5, 6, 7, 8, 11, 12</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|--|
| | <p>U3: Lessons: 4, 7, 11, 12, 14 U4: Lessons: 2, 4, 7, 12, 15 U5: Lessons: 2, 3, 4 U9: Lessons: 3</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> the complete subject and complete predicate of a sentence | <p>TG: U2: Lessons: 5, 6, 11, 12 U3: Lessons: 12 U5: Lessons: 7, 9, 12 U6: Lessons: 3 U9: Lessons: 7</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> possessive adjectives | <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> prepositional phrases | <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> possessive pronouns and the nouns they replace | <p>TG: U8: Lessons: 2, 3, 4, 5, 6, 7, 10</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> coordinating conjunctions (i.e., <i>for, and, nor, but, or, yet, so</i>) | <p>TG: U2: Lessons: 6 U5: Lessons: 12 U6: Lessons: 2, 4, 7, 9, 10</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <ul style="list-style-type: none"> adverbs of frequency (e.g., <i>always, often, never</i>) | <p>TG: U5: Lessons: 2, 3, 4 U6: Lessons: 3, 9 U7: Lessons: 5 U9: Lessons: 8, 10, 11, 12, 13 U10: Lessons: 2, 3, 4, 6, 7, 8, 10, 16 U11: Lessons: 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Reading, p. 81</p> |
| <p>Writing Students will expand and apply knowledge of grammar, mechanics, and style to speak and write</p> | |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|---|
| effectively, demonstrating standard usage when appropriate. | |
| <p>3.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.</p> | <p>TG: U5: Lessons: 5, 6, 7, 8, 10, 11 U6: Lessons: 5, 6, 7, 10 U7: Lessons: 3, 4, 5, 9, 10, 11, 12, 13, 14, 15 U8: Lessons: 1 U10: Lessons: 7, 10, 11, 12, 14, 15, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>Writing Studio TG: U1: Lessons: 1, 4, 7, 8 U2: Lessons: 1, 4, 7 U3: Lessons: 1, 4, 7, 8 U4: Lessons: 5, 6, 7, 8 U5: Lessons: 2, 3, 4, 6, 7, 8 U6: Lessons: 1, 6, 8 U7: Lessons: 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 84</p> |
| <p>3.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.</p> | <p>TG: U2: Lessons: 2, 3, 4, 5, 6, 7, 12, 15 U3: Lessons: 1, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14 U4: Lessons: 3, 7, 8, 9, 14, 15 U5: Lessons: 2, 5, 6, 7, 10 U6: Lessons: 4, 7 U7: Lessons: 8 U8: Lessons: 6, 10 U9: Lessons: 1 U10: Lessons: 7, 10, 11, 12, 14, 15, 16 U11: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</p> <p>Writing Studio TG: U1: Lessons: 1, 4, 7, 8 U2: Lessons: 1, 4, 7 U3: Lessons: 1, 4, 7, 8 U4: Lessons: 5, 6, 7, 8 U5: Lessons: 2, 3, 4, 6, 7, 8 U6: Lessons: 1, 6, 8 U7: Lessons: 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 86</p> |
| <p>3.5.W.3 Students will capitalize and punctuate titles of respect, words in titles, and geographical names.</p> | <p>TG: U1: Lessons: 13 U2: Lessons: 1, 4, 5, 6, 9, 14 U5: Lessons: 11 U6: Lessons: 5, 6, 7, 10</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|--|
| | <p>U7: Lessons: 4, 5, 6, 8, 9, 10, 13, 18, 19, 20 U9: Lessons: 2 U10: Lessons: 10, 12, 16 U11: Lessons: 9</p> <p>Writing Studio TG: U1: Lessons: 1, 4, 7, 8 U2: Lessons: 1, 4, 7 U3: Lessons: 1, 4, 7, 8 U4: Lessons: 5, 6, 7, 8 U5: Lessons: 2, 3, 4, 6, 7, 8 U6: Lessons: 1, 6, 8 U7: Lessons: 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 87</p> |
| <p>3.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</p> | <p>TG: U2: Lessons: 8, 10, 11, 14, 15 U7: Lessons: 3, 4, 5, 9, 10, 11, 12, 13, 14, 15 U11: Lessons: 1</p> <p>Writing Studio TG: U1: Lessons 1, 4, 7, 8 U2: Lessons 1, 4, 7 U3: Lessons 1, 4, 7, 8 U4: Lessons 5, 6, 7, 8 U5: Lessons 2, 3, 4, 6, 7, 8 U6: Lessons 1, 6, 8 U7: Lessons 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 84</p> |
| <p>3.5.W.5 Students will use apostrophes to form complex contractions (e.g., <i>should've</i>, <i>won't</i>, <i>y'all</i>) and to show possession.</p> | <p>TG: U5: Lessons: 7, 8 U7: Lessons: 17, 18</p> <p>Writing Studio TG: U1: Lessons: 1, 4, 7, 8 U2: Lessons: 1, 4, 7 U3: Lessons: 1, 4, 7, 8 U4: Lessons: 5, 6, 7, 8 U5: Lessons: 2, 3, 4, 6, 7, 8 U6: Lessons: 1, 6, 8 U7: Lessons: 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 88</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|--|
| <p>3.5.W.6 Students will use commas before a coordinating conjunction and to separate individual words in a series.</p> | <p>TG: U2: Lessons: 8, 10, 14 U7: Lessons: 2, 5, 6, 8 U11: Lessons: 9, 10</p> <p>Writing Studio TG: U1: Lessons: 1, 4, 7, 8 U2: Lessons: 1, 4, 7 U3: Lessons: 1, 4, 7, 8 U4: Lessons: 5, 6, 7, 8 U5: Lessons: 2, 3, 4, 6, 7, 8 U6: Lessons: 1, 6, 8 U7: Lessons: 4, 5, 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 89</p> |
| <p>3.5.W.7 Students will use a colon to indicate time.</p> | <p>Oklahoma Instructional Strategies and Routines, Language: Writing, p. 90</p> |
| <p>3.5.W.8 Students will use quotation marks to indicate dialogue.</p> | <p>TG: U7: Lessons: 12 U11: Lessons: 10</p> <p>Writing Studio TG: U1: Lessons: 2, 3, 4, 5, 6, 7 U5: Lessons: 1, 4, 5, 7 U7: Lessons: 5</p> |
| <p>Standard 6: Research Students will engage in inquiry to acquire, refine, and communicate accurate information.</p> | |
| <p>Reading Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.</p> | |
| <p>3.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge.</p> | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 11, 12 U4: Lessons: 14 U5: Lessons: 1, 2, 4, 5, 7, 10 U7: Lessons: 17 U10: Lessons: 13</p> <p>Writing Studio TG: U1: Lessons: 5 U2: Lessons: 3, 5, 8 U3: Lessons: 5</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|---|---|
| | <p>U4: Lessons: 1, 2, 3 U6: Lessons: 3, 4 U7: Lessons: 7</p> <p>Oklahoma Instructional Strategies and Routines, Research: Reading and Writing, p. 91</p> |
| <p>3.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.</p> | <p>TG: U2: Lessons: 1, 2, 5, 11, 14, 15 U4: Lessons: 4 U5: Lessons: 13 U8: Lessons: 1, 2, 3, 4, 5, 7, 8, 12</p> <p>Oklahoma Instructional Strategies and Routines, Research: Reading, p. 92</p> |
| <p>3.6.R.3 Students will begin to determine the relevance of the information gathered.</p> | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 1, 3, 4, 6, 8, 9, 11, 12, 14 U4: Lessons: 1, 4, 8, 9, 10, 11 U5: Lessons: 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons: 2, 3, 4, 5, 6, 11, 12, 14, 16, 17 U10: Lessons: 2, 3, 13</p> <p>Writing Studio TG: U6: Lessons: 1, 2</p> <p>Oklahoma Instructional Strategies and Routines, Research: Reading, p. 93</p> |
| <p>Writing Students will synthesize information ethically through speaking and writing.</p> | |
| <p>3.6.W.1 Students will choose a topic of interest and generate several questions about it for research.</p> | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 11, 12 U4: Lessons: 14 U5: Lessons: 1, 2, 4, 5, 7, 10 U7: Lessons: 17 U10: Lessons: 13</p> <p>Writing Studio TG: U1: Lessons: 3 U2: Lessons: 3, 5, 8 U4: Lessons: 2 U5: Lessons: 1 U6: Lessons: 1, 3 U7: Lessons: 1</p> <p>Oklahoma Instructional Strategies and Routines, Research: Reading and Writing, p. 91</p> |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|---|
| <p>3.6.W.2 Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).</p> | <p>TG: U2: Lessons: 1, 3, 5, 6, 7, 8, 9, 10, 11, 12 U3: Lessons: 14 U4: Lessons: 1, 2, 3, 5, 6, 7, 9, 11, 14, 15 U5: Lessons: 2, 3, 4, 5, 7, 8, 9, 10, 11 U7: Lessons: 2, 3, 4, 5, 6, 11, 12, 14, 16, 17 U9: Lessons: 3, 6, 7, 8, 9, 10, 12, 13 U10: Lessons: 2, 3, 13 U11: Lessons: 3, 4, 5, 6, 7, 9</p> <p>Writing Studio TG: U2: Lessons: 3, 5, 8 U3: Lessons: 5 U4: Lessons: 1, 2, 3 U6: Lessons: 3, 4 U7: Lessons: 7</p> |
| <p>3.6.W.3 Students will 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.</p> | <p>TG: U1: Lessons: 14, 15 U2: Lessons: 1, 4, 6, 12, 14 U4: Lessons: 3 U5: Lessons: 2, 4, 5, 6, 7, 10, 11 U7: Lessons: 3, 4, 5, 6, 7, 9, 10, 12, 13, 14, 15, 18, 19, 20 U10: Lessons: 5, 6, 7, 8, 9, 10, 12, 14, 16</p> <p>Writing Studio TG: U3: Lessons: 1, 7, 8 U4: Lessons: 5, 6, 8 U7: Lessons: 4, 5, 6, 7</p> |
| <p>Standard 7: Multimodal Literacies Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.</p> | |
| <p>Reading Students will comprehend and evaluate multimodal content.</p> | |
| <p>3.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.</p> | <p>TG: U6: Lessons: 5, 10, 11 U8: Lessons: 2, 3, 4 U10: Lessons: 8</p> <p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Reading, p. 94</p> |
| <p>Writing Students will create multimodal content to communicate effectively.</p> | |
| <p>3.7.W Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of</p> | |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|---|
| content: | |
| <ul style="list-style-type: none"> writing/alphabetic | <p>TG: U1: Lessons: 12, 13, 15 U3: Lessons: 2, 5, 6, 11 U7: Lessons: 8, 9, 13, 17, 18 U11: Lessons: 9</p> <p>Writing Studio TG: U1: Lessons: 1, 2, 4, 7, 8 U2: Lessons: 1, 2, 4, 7 U3: Lessons: 1, 2, 4, 7, 8 U4: Lessons: 1, 5, 6, 7 U5: Lessons: 2, 3, 4 U6: Lessons: 1, 6 U7: Lessons: 4, 5, 6</p> |
| <ul style="list-style-type: none"> sound, visual, and/or spatial | <p>TG: U1: Lessons: 3, 6 U2: Lessons: 3, 5, 6, 8, 11, 12, 14 U3: Lessons: 10 U5: Lessons: 4, 8, 9 U7: Lessons: 18, 19, 20 U8: Lessons: 3, 6, 9, 10, 11, 12 U10: Lessons: 3, 15 U11: Lessons: 8, 9, 10, 11, 12</p> <p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 95</p> |
| <ul style="list-style-type: none"> movement | <p>TG: U4: Lessons: 2, 3 U8: Lessons: 10 U11: Lessons: 1</p> <p>Writing Studio TG: U5: Lessons: 6, 7, 8</p> <p>Oklahoma Instructional Strategies and Routines, Multimodal Literacies: Writing, p. 95</p> |
| <p>Standard 8: Independent Reading and Writing Students will read and write independently for a variety of purposes and periods of time.</p> | |
| <p>Reading Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.</p> | |

Grade 3

| Oklahoma Academic Standards | Core Knowledge Language Arts |
|--|---|
| <p>3.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.</p> | <p>Oklahoma Instructional Strategies and Routines, Independent Reading and Writing: Reading, p. 96</p> |
| <p>Writing Students will write independently, intentionally selecting modes, purposes, and audiences.</p> | |
| <p>3.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.</p> | <p>Writing Studio TG: U1: Lessons: 1, 7, 8 U2: Lessons: 1, 7, 8 U3: Lessons: 1, 7, 8 U4: Lessons: 5, 6, 8 U5: Lessons: 2, 3, 4, 6 U6: Lessons: 1, 2, 6, 8 U7: Lessons: 4, 5, 6, 7</p> <p>Oklahoma Instructional Strategies and Routines, Independent Reading and Writing: Writing, p. 97</p> |