

Oklahoma PASS

Correlated to

Focus on Reading Strategies Perfection Learning Corporation

Grade 3

Oklahoma Standards	Student Book pages	Teachers Guide Pages
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 - The student will apply sound-symbol relationships to decode words.		
2. Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).	9-10, 19, 33, 43, 52, 64, 88, 101-102, 124	5-6
Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.		
1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	9-10, 19, 33-34, 52, 64-65, 88, 101-102, 112-113, 124-125	5-6, 14
2. Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.	9-10, 19, 33, 43, 52, 64, 88, 101-102, 124	5-6
3. Synonyms, Antonyms, and Homonyms - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms, and multiple meaning words.	33, 43, 142	5-6
4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	19, 33-34, 43-44, 52, 64-65, 88, 101, 112-113, 124-125, 136, 142	5-6
Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.		
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; a "typical" third grader reads approximately 85 words per minute).	3-4	
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.	3-4	

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Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.		
1. Literal Understanding		
a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for the second half of third grade.	3-4	
b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	5, 14-15, 24-25, 26-37, 39, 48-49, 57-58, 69, 82, 93, 107-108, 117-118, 130, 140	14
c. Recall major points in a text and revise predictions about what is read.	5-12, 16-22, 26-37, 39-46, 50-54, 59-67, 70-79, 83-91, 94-105, 109-113, 119-128, 131-138, 141-144	
d. Show understanding by asking questions and supporting answers with literal information from the text.	7-8, 16-18, 26-31, 40-42, 50-51, 59-63, 70-76, 83-87, 94-100, 109-111, 119-123, 131-135, 141	
2. Inferences and Interpretation		
a. Make inferences by connecting prior knowledge and experience with information from the text.	24-47	15
b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.	24-47, 130-139	15, 18
c. Participate in creative response to text (e.g., art, drama, and oral presentations).	20, 34, 104-105, 112, 125, 136	
3. Summary and Generalization		
a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.	24-47, 130-139	15, 18
b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).	130-139	17-18
c. Produce summaries of text selections.	130-139	17-18
4. Analysis and Evaluation		
a. Analyze characters including their traits, relationships, feelings, and changes in text.	107-129	19-20
b. Distinguish between fact and opinion in nonfiction text.	48-68	16
c. Analyze the causes, motivations, sequences, and results of events from a text.	82-106	17-18

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5. Monitoring and Correction Strategies a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense) b. Predict, monitor, and crosscheck using semantic, syntactic, and graphophonic cues. c. Clarify meaning by rereading, questioning, and modifying predictions.	5-8, 14-18, 24-32, 39-42, 48-51, 57-63, 69-76, 82-87, 93-100, 107-111, 117-123, 130-135, 140-141, 146-154	
Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.		
1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature. b. Read, understand, and discuss a variety of genres.	3-4	
Standard 6: Research and Information - The student will conduct research and organize information.		
1. Accessing Information - The student will select the best source for a given purpose. b. Use guide words to locate words in dictionaries and topics in encyclopedias.	19, 33-34, 43-44, 52, 64-65, 88, 101, 112-113, 124-125, 136, 142	5-6
Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.		
Standard 2: Modes and Forms of Writing - The student will communicate through a variety of written forms and for various purposes and to a specific audience or person.		
1. Communicate through a variety of written forms for various audiences and purposes to inform, entertain, instruct, describe, and to reflect.	13, 23, 38, 47, 55, 68, 80, 92, 106, 116, 139, 145, 158	
2. Write simple narrative, descriptive, and persuasive paragraphs.	68, 88, 92, 116, 145, 158	
3. Write descriptive pieces about people, places, things, or experiences that: a. develop a main idea. b. use details to support the main idea.	23, 47	
4. Write personal, persuasive, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.	13, 38, 55	
6. Write narratives (stories) 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.	106, 139	
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.		
1. Listen critically for information and incorporate the information into other activities.	81, 159	11-12