Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Third Grade Reading OAS Objectives**

**Standard Based Report Card**

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

P = Proficient B = Basic BB = Below Basic

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| --- | --- | --- | --- | --- | --- |
| **OAS**  **Obj.#** | **Oklahoma Academic Standards (OAS) Objective Description** | **Nine Weeks** | | | |
| **1** | **2** | **3** | **4** |
| 3.2.R.1 | Students will locate the main idea and key supporting details of a text or section of text. |  |  |  |  |
| 3.2.R.2 | Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres. |  |  |  |  |
| 3.2.R.3 | Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text. |  |  |  |  |
| 3.3.R.1 | Students determine the author’s stated and implied purpose (i.e., entertain, inform, persuade). |  |  |  |  |
| 3.3.R.2 | Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text. |  |  |  |  |
| 3.3.R.3 | Students will find textual evidence when provided with examples of literary elements and organization: setting (i.e., time, place), plot, characters, characterization, theme. |  |  |  |  |
| 3.3.R.4 | Students will find examples of literary devices: simile, metaphor, personification, onomatopoeia, hyperbole. |  |  |  |  |
| 3.3.R.5 | Students will distinguish fact from opinion in a text. |  |  |  |  |
| 3.3.R.6 | Students will describe the structure of a text (e.g., description, compare/contrast,  sequential, problem/solution, cause/effect) with guidance and support. |  |  |  |  |
| 3.3.R.7 | Students will ask and answer inferential questions using the text to support answers with guidance and support. |  |  |  |  |
| 3.4.R.1 | Students will increase knowledge of academic, domain-appropriate, grade level  vocabulary to infer meaning of grade-level text. |  |  |  |  |
| 3.4.R.2 | Students will use word parts (e.g., affixes, roots, stems) to define and determine the  meaning of new words. |  |  |  |  |
| 3.4.R.3 | Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words. |  |  |  |  |
| 3.4.R.4 | Students will infer relationships among words, including synonyms, antonyms,  homographs, and homonyms. |  |  |  |  |
| 3.4.R.5 | Students will use a dictionary or glossary (print and/or electronic) to determine or  clarify the meanings, syllabication, and pronunciation of words. |  |  |  |  |
| 3.5.R.1 | Students will recognize pronouns and possessive nouns. |  |  |  |  |
| 3.5.R.2 | Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text. |  |  |  |  |
| 3.5.R.3 | Students will recognize adjectives, articles as adjectives, and adverbs. |  |  |  |  |
| 3.5.R.4 | Students will recognize prepositions and conjunctions. |  |  |  |  |
| 3.5.R.5 | Students will recognize the subject and verb agreement. |  |  |  |  |
| 3.6.R.1 | Students will use their own questions to find information on their topic. |  |  |  |  |
| 3.6.R.2 | Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text. |  |  |  |  |
| 3.6.R.3 | Students will locate information in visual and text reference sources, electronic resources, and/or interviews. |  |  |  |  |
| 3.6.R.4 | Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support. |  |  |  |  |

● Unmarked boxes in the table are objectives that had not been assessed as of report date.