



ALPHA PLUS

Reading 3



SAMPLE
FOR
REVIEW
ONLY

SUCCESS **OAS**
with

Oklahoma Academic Standards

TEACHER'S GUIDE

SUCCESS **OAS**
with

Reading 3

**Ensuring Student Success
with
Oklahoma Academic Standards**

Written by Oklahoma Teachers for Oklahoma Teachers

Sandra Valentine



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SUCCESS *with* OAS

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Before joining Alpha Plus in 2018, Sandra Valentine taught Kindergarten and third grade in Oklahoma public schools. A graduate of Oklahoma Baptist University in Shawnee, Sandra is Oklahoma certified in Early Childhood Education and is well-versed in the state's Reading Sufficiency Act (RSA). Now a professional development facilitator for Alpha Plus, Sandra's vision for this book is to help students grow academically and surpass RSA requirements.

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“About This Book” – *Success with OAS ELA*

The Oklahoma Academic Standards (OAS) for English Language Arts (ELA), which were adopted by the Oklahoma State Department of Education (OSDE) in 2016, serve as grade-level expectations for what students should learn and be able to do by the end of each school year. This book is written to help students achieve these goals by providing teachers with content-lessons aligned to state subject-matter standards.

“A PK-12 vertical progression of standards, organized by the eight overarching standards, allows for educators to recognize how all the standards are intertwined to develop the total literacy of a student. When a skill is no longer present, mastery is implied; however, teachers must support previous grade level skills according to the mastery level of their students. Users must examine all of the standards for each grade level as a whole to have a coherent understanding of what is required of learners.”

– Oklahoma English Language Arts Standards, page 4, January 2016

Standards and objectives taught in this book are those that will be measured by the Oklahoma School Testing Program (OSTP). Each reading lesson is written to explicitly address one of those objectives.

Teacher’s Guide structure:

- OAS objective number and content
- Vocabulary
- Answer Key
- Lesson
- Lesson Extension
- Writing Objective number and content
- Comprehensive Assessment

Student Book structure:

- OAS objective number and content
- Vocabulary with definitions
- Lesson with Real-World Connections
- Guided Practice
- Independent Practice
- Continuous Practice
- Glossary

Explanation of Components

Objective Statement: At the beginning of each lesson, the OAS objective is stated as adopted, helpful when writing lesson plans, and understanding the focus of the lesson.

Vocabulary: Key words within the objectives.

Lesson: Teacher directed, text-based, and requires students to draw meaning from reading, as well as provides textual evidence when needed. Begins with Real-World Connections, a bridge between the OAS objective and “Why do I need to learn this?”

Guided Practice: Students read a passage and answer ten questions. A majority of the passages are designed to be challenging texts that are at or above the complexity level expected for the grade level. Students may have and give peer assistance while checking their own understanding of the concept. Students’ scores are considered a learning score, which leads to further teacher led discussion and teaching to clear any misconceptions.

Independent Practice: Students read a passage and answer ten questions. Students’ scores can be used to measure academic-growth, and future instructional needs. These will inform the teacher of each student’s understanding of the objective. A critical component is the **Essential Question** (fourth grade and above), which asks students to explain the “how to” for each objective. Essential Questions are open-ended, call for higher-order thinking skills, and require metacognition. Until students are able to articulate the process needed to address a task, it is unlikely that they will be able to demonstrate success in understanding and mastering the objective.

Continuous Practice: This section in each lesson provides students an opportunity to revisit other objectives. Teachers can monitor student mastery beyond the lessons they have been taught. Objectives from the previous year are sometimes included, as are some writing objectives, and questions from future lessons. This approach follows the theory of Continuous Improvement by W. Edwards Deming, which is a philosophical analysis of the nature of knowledge and how it relates to concepts.

Glossary: Entry word and definition are followed by objective number; academic vocabulary word included without specific objective number.

Lesson Extensions: These ideas are intended for teachers to use in offering students’ additional practice. The complexity of text should help determine if the extension is for re-teaching, reviewing, or enrichment. Suggestions of selections are listed for each lesson extension. If the text is from a public domain source, it may be downloaded and copied. Otherwise, the text is most likely copyrighted and should be read online. Live links verified in October 2018.

Style and Reasons for

- Success with OAS primarily follows The Chicago Manual of Style®, which is commonly used in college and is similar to MLA® style required by most high school teachers. The Oklahoma Academic Standards specify use of “a formal style” of writing and “correct usage of Standard English” in the standards.

- Third-person point of view is used to introduce students to formal writing and academic research components. The Oxford or series comma and other conventions of punctuation are used to support “an organized structure and a formal style” as required in the standards.
- Open-ended questions, though difficult for teachers to grade quickly and return within the learning-curve period of time, are an opportunity for teachers to stress writing objectives. Teachers should require all answers to be in complete sentences. Students can practice short, concise sentences to demonstrate mastery in writing and in reading based on principles in Spalding’s book *Writing Road to Reading*.
- Passages may have sentences with errors. An incorrect sentence should re-appear in a question. Passages are commissioned or authentic, following OSDE Test and Item Specifications. There are passages to meet those requirements in the comprehensive assessment.
- This book is presented in numerical order to match the *Oklahoma Academic Standards (OAS)*. It is written for Oklahoma teachers and addresses only the OAS, with passages about Oklahoma to teach the standards. Passages cover topics from historical events and well-known Oklahomans to the state’s geographical landscape.

It is with deep gratitude to Oklahoma teachers and in an earnest attempt to help Oklahoma students achieve success that this book is written.

The authors, editors, and research staff of Alpha Plus Systems, Inc. have made every effort to locate and confirm ownership of all passages in all products. Acknowledgement and credit are given within the lesson.

Editor's Note: The following poem is from a former student of many years ago. While she is not a teacher, she experienced what educators went through then and continue to today. As a very perceptive student, Peggy knew she was important to her teacher. These words are the reward of long days and seemingly endless in-service meetings.

Let Me Remember

Through the clutter of rules and regulations,
which dictate my job by order of legislation.

Let me remember - - -
what I am really here for.

Let me remember - - -
the children come first,
the children mean more.

Let me remember - - -
as I look at their faces.
A smile often hides
the burden and its traces - - -
Of abuse, of a broken home,
of being ignored, or being alone.

Through the mass of shortages and budget cuts,
that test my will to stay in a field I no longer trust.

Let me remember - - -
I cannot fix everything.

Let me remember - - -
the children come first,
far above all and everything.

Let me remember - - -
Help them soar, help them sing.
Give them hope, give them wings.

Peggy Brooks Hayes

Table of Contents

Suggested Order	Strand Number	Strand Description	Teacher Guide Page Number	Student Book Page Number
1	3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.	1	1
2	3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.	19	17
3	3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.	43	39
4	3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade)	62	57
5	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.	78	73
6	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	102	95
7	3.3.R.4	Students will find examples of literary devices: simile metaphor personification onomatopoeia hyperbole	119	111
8	3.3.R.5	Students will distinguish fact from opinion in a text.	136	127
9	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.	153	143
10	3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.	173	161
11	3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level	190	177

Table of Contents

Suggested Order	Strand Number	Strand Description	Teacher Guide Page Number	Student Book Page Number
		vocabulary to infer meaning of grade-level text.		
12	3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.	207	193
13	3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.	222	207
14	3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.	235	219
15	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.	245	229
16	3.5.R.1	Students will recognize pronouns and possessive nouns.	259	243
17	3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.	272	257
18	3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.	284	269
19	3.5.R.4	Students will recognize prepositions and conjunctions.	297	283
20	3.5.R.5	Students will recognize the subject and verb agreement.	312	299
21	3.6.R.1	Students will use their own questions to find information on their topic.	324	311
22	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.	339	325
23	3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.	354	339

Teacher's Guide

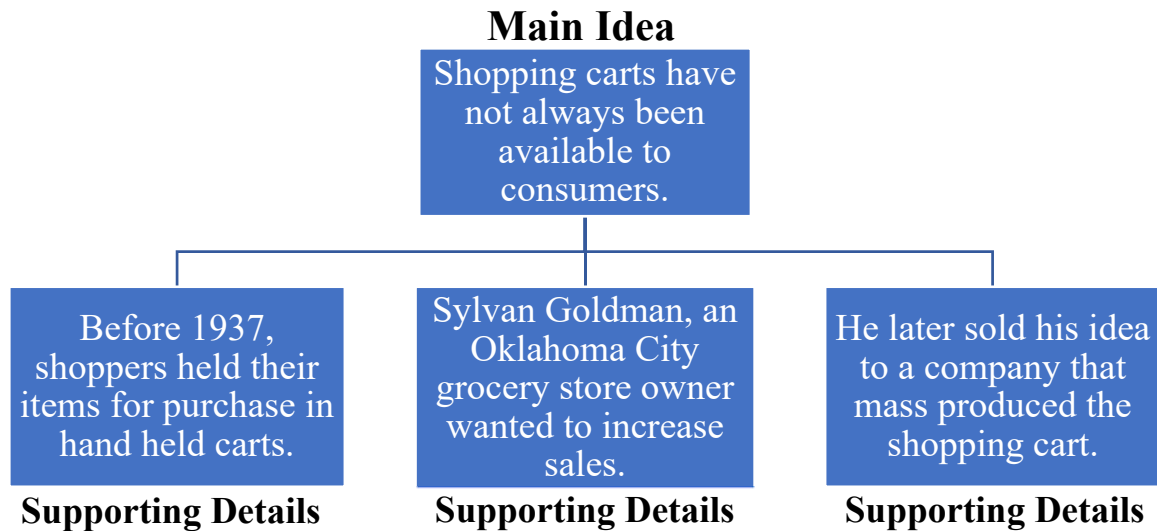
3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.

Vocabulary

main idea, supporting detail

Review lesson in student book to prepare for Guided Practice.

Responses will vary. Sample response:



Answer Key:

Guided Practice

1. D
2. C
3. A
4. C
5. A
6. Responses will vary.
7. B
8. C
9. D
10. C

Teacher’s Guide 3.2.R.1

Answer Key (continued)

Independent Practice

1. B
2. B
3. C
4. D
5. A
6. D
7. C
8. D
9. B
10. Sample response: Sequoyah County was named for Sequoyah, a Native American. Sequoyah is known for creating the letters that make up the Cherokee language.

Continuous Practice

- | | |
|--------------------------|---------|
| 1. A | 3.2.R.1 |
| 2. D | 3.2.R.1 |
| 3. A | 3.3.R.1 |
| 4. C | 3.3.R.2 |
| 5. B | 3.3.R.4 |
| 6. A | 3.3.R.4 |
| 7. A | 3.2.R.1 |
| 8. C | 3.2.R.1 |
| 9. C | 3.4.R.1 |
| 10. Responses will vary. | 3.3.W.2 |

Lesson Extension

See the Oklahoma State Department of Education’s ELA Curriculum Framework at <http://elaokframework.pbworks.com/> for links to additional resources (e.g., lessons, activities, videos, games, etc.) relative to this objective that help align instruction to the Oklahoma Academic Standards.

Writing Extension

3.2.W.4 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).

Suggestion: After teaching the writing objectives, teachers can use graphics in this lesson to provide a writing prompt for students.

3.2.R.1 Students will locate the main idea and key supporting details of a text or section of text.

Vocabulary

main idea	central thought of nonfiction writing
supporting details	evidence backing up and explaining a main idea or theme

Real-World Connections

For some young people, missing out on a popular true life movie on its opening weekend leaves them wondering what it was all about. Friends can recall or retell events from the movie to give the **main idea** or tell the high point of the movie. The main idea does not include all the details that make the popular movie so interesting.

A main idea from different friends sounds somewhat similar because they tell the focus of the movie. The parts that are in their report are the **supporting details** or the actions that back up the main idea. One friend might give supporting details about scenes in the movie. Another friend might give supporting details about specific characters in the movie. Another friend might give supporting details that tell the setting of the movie. Imagining all the supporting details together with the main idea gives a better sense of the whole movie.

Authors use the main idea of their book to grab a reader's attention in hopes the readers will buy their book. Main ideas are usually printed on the back cover or the inside flap of the paper book jacket. With the main idea, there may be a few supporting details. Authors give vivid and engaging supporting details. They are used as hooks to catch readers.



Read the following paragraph. Notice how the main idea and supporting details work together to tell the story.

Shopping Carts

Shopping carts have not always been available to consumers. Consumers are the people buying products in a store. In fact, carts have not always looked the way they do today. The first cart was a basket for the fresh fruits and vegetables. Consumers put those items into the handheld baskets. Until then, the shoppers had held their items in their arms. Shoppers had to carry these items with them throughout the store. Before 1937, this was a normal sight. Sylvan Goldman was an Oklahoma City grocery store owner. He noticed that shoppers stopped shopping when their small handheld carts were full. He wanted his business to grow. He could not make more money if shoppers did not buy everything they needed. He thought about how he could improve sales. Sylvan came up with the idea of a bigger cart.

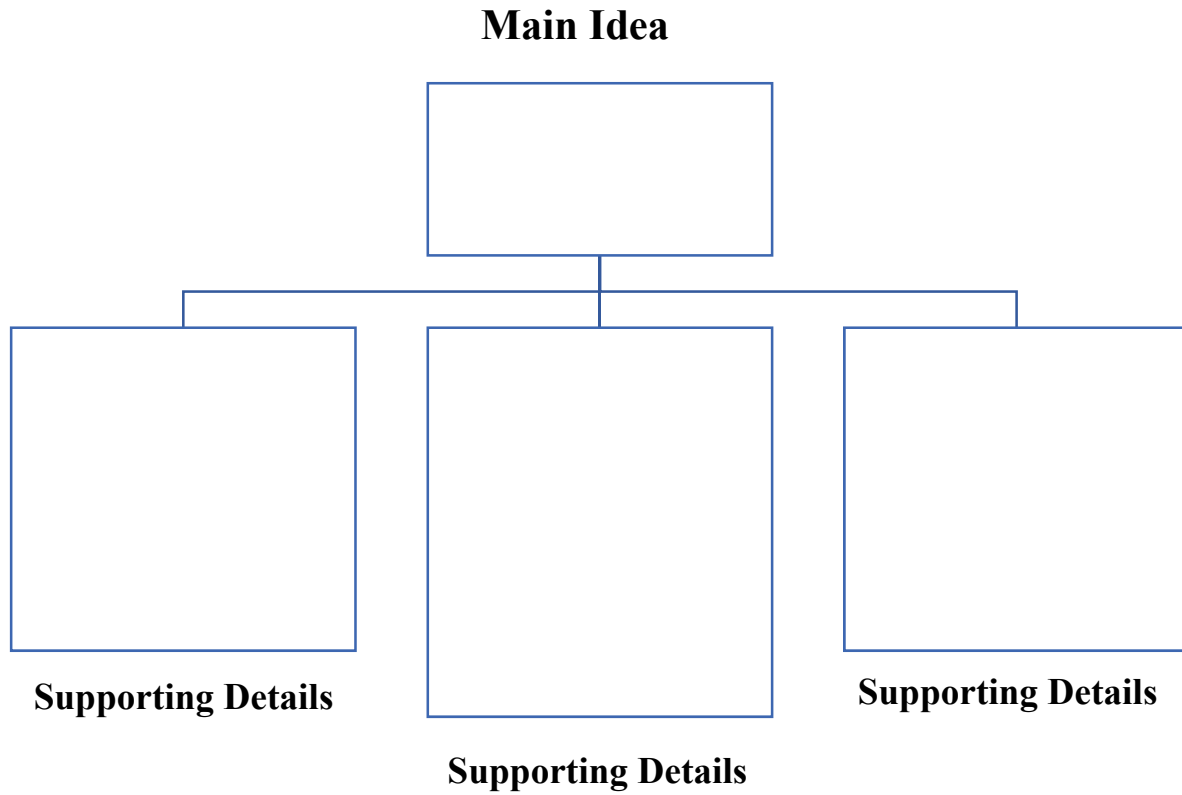
His beginning cart did not look like the shopping carts of today. His cart was big and bulky, but it did have wheels. At first, shoppers did not want to use his huge cart. The shoppers thought it was funny looking. They did not know how to use it around the store.

He knew he was on to something though.

Mr. Goldman hired people to model how to use his carts in his store. He also hired door greeters. The greeters offered people bigger carts. Some customers saw how much more they could buy in one trip to the store. Shoppers began to use the bigger carts on their own. Sales went up as people were able to buy more items. Sylvan Goldman's idea was later sold to a company that mass produced the shopping cart.



Complete the graphic organizer below by identifying the main idea and three supporting details.



Read the passage. Then answer the questions that follow.

Third Grade Callbacks

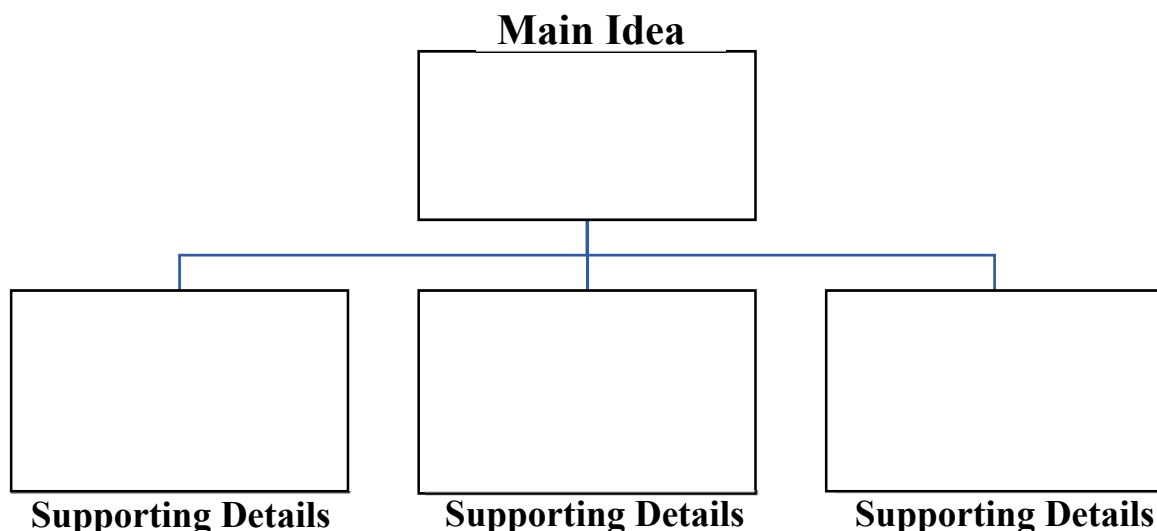
1 Mrs. Keller's third grade classroom is a fun class. The teacher is kind but firm. She sometimes teaches us with different voices to get the attention of her class. We learn quotes from different people. She uses these as callbacks. The quotes can be seen throughout the room. The posters are colorful. Mrs. Keller hand paints them over the summer. She works hard on them even before school started. When visitors come to the class, they can join in the callbacks too. The words are easy to read for everyone. Visitors love to chant with the class. They can see a class that loves to learn.



2 Mrs. Keller has fun energy. The class gets to move around during some lessons. Not all lessons are like that. Some lessons are made to sit still and be very quiet. Learning happens in both ways. The class is so quiet that the teacher's voice echoes in the room. It is stern but calming.

3 She does a new callback for lunch. That callback is only used for transitions. Transitions are when the class moves from one kind of learning to another. At lunch time, the class gets to talk more. We cannot be too loud though. Outside voices are for recess.

Complete the graphic organizer below by identifying the main idea and three supporting details.



Answer the following questions.

1. What is the main idea of this passage?
 - A Visitors come in to observe.
 - B Third grade classes are loud.
 - C Lunch time is the best time.
 - D It is about third grade callbacks.

2. How does the teacher get the attention of her class?
 - A She claps her hands.
 - B She dances.
 - C She uses different voices.
 - D She talks through the intercom.

3. What does Mrs. Keller use for callbacks?
 - A quote from a famous person
 - B music lyrics
 - C nursery rhymes
 - D finger snaps

4. When can the class use outside voices?
 - A at lunch time
 - B during quiet lessons
 - C at recess
 - D during callbacks

Guided Practice (3.2.R.1)

Name: _____

Answer the following questions.

- 5. What is a transition?
 - A moving from one thing to another
 - B staying very still and quiet
 - C when visitors visit
 - D the middle of a lesson

6. Describe why Mrs. Keller's class is special.

Read the passage. Then answer the questions that follow.

Oklahoma's State Reptile

The state reptile for Oklahoma is the Collared Lizard. It is known as the Mountain Boomer. Mountain Boomer is the name many use for this lizard because of the sound they thought it creates. The sound is an echo against the mountain walls. The Collared Lizard became the state reptile in 1969. The lizard is a beautiful blue color. Its head and neck are covered in yellow and black stripes. The belly of the Mountain Boomer has an orange tint. They are known for running on their back legs. Some people say they look like dinosaurs. Boomers like to eat grasshoppers. They also eat small lizards. The Collared Lizard is hunted by snakes and hawks.



Answer the following questions.

7. What color covers most of the body of the Collared Lizard?
 - A purple
 - B blue
 - C black
 - D yellow

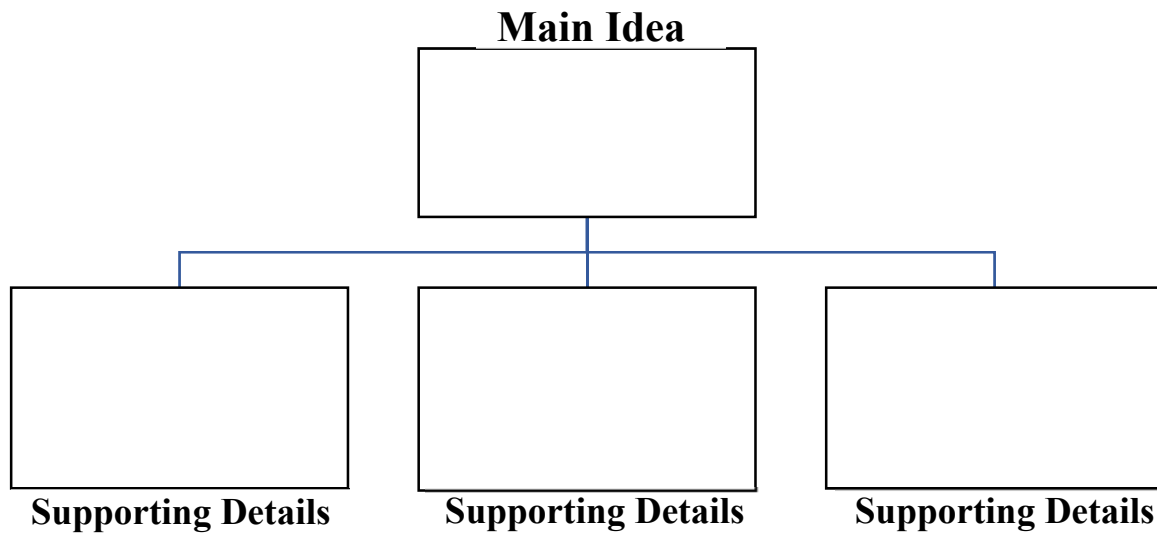
Answer the following questions.

8. Where are the black and yellow stripes located on the Collared Lizard?
 - A on the hind legs
 - B the back
 - C the head and neck
 - D the tail

9. Oklahoma officially adopt the Collared Lizard as the state reptile in
 - A 1996.
 - B 2006.
 - C 1998.
 - D 1969.

10. What is another name for the Collared Lizard?
 - A Mountain Sound
 - B Black and Yellow
 - C Mountain Boomer
 - D Long-Tailed Lizard

Complete the graphic organizer below by identifying the main idea and three supporting details.



Refer to the passage. Then answer the following questions.

1. What is the main idea of this passage?
 - A It is Oklahoma grows cotton.
 - B It is names of Oklahoma counties.
 - C President Washington was from Oklahoma.
 - D Love County is sweet.

2. What is a county?
 - A a fenced in area
 - B a division of land within the state
 - C a small country
 - D a cotton field

Independent Practice (3.2.R.1)

Name: _____

Answer the following questions.

3. Garfield County has the name of
 - A a cat.
 - B Garfield and Friends.
 - C the twentieth President of the United States of America, James Abram Garfield.
 - D a restaurant that was once in Shawnee's mall.

4. How many counties does Oklahoma have?
 - A seventy-six counties
 - B fifty-seven counties
 - C sixty-six counties
 - D seventy-seven counties

5. What county touches four states?
 - A Cimarron County
 - B Oklahoma County
 - C Kingfisher County
 - D Love County

6. What state touches Texas county?
 - A Louisiana
 - B Arkansas
 - C Missouri
 - D Texas

Independent Practice (3.2.R.1)

Name: _____

Answer the following questions.

7. For which type of crop is Cotton county known?

- A lizards
- B coals
- C cotton
- D wheat

8. Beaver, Oklahoma is in what county?

- A Blaine
- B Kingfisher
- C Coal
- D Beaver

9. Coal mines were once active in what county?

- A Wheat County
- B Coal County
- C Helium County
- D Logan County

10. Explain for whom Sequoyah County was named?

Read the passage. Then answer the questions that follow.

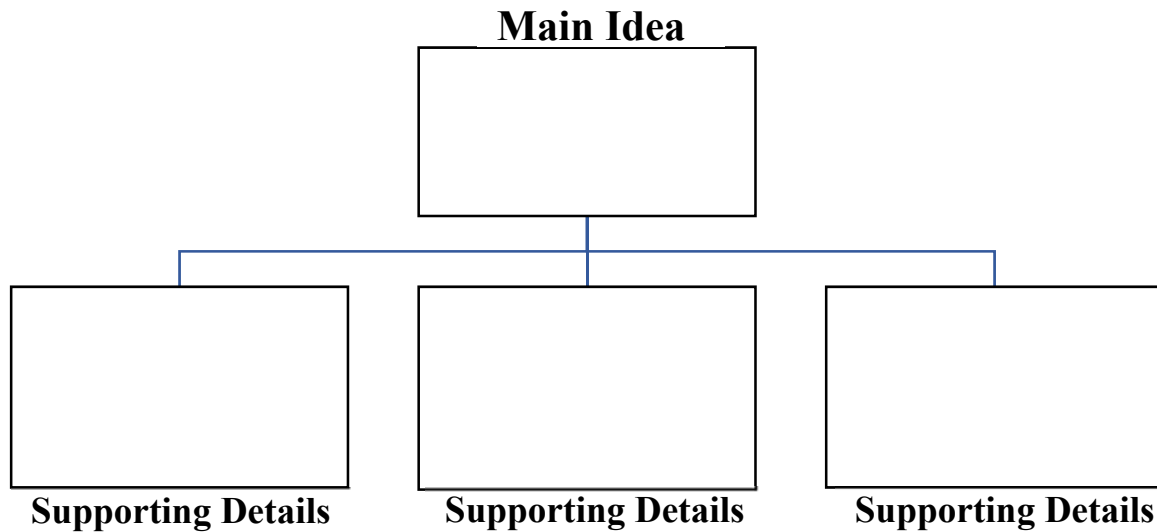
Helium and Iodine



- Most children love balloons because they magically float through the air. Have you ever wondered what makes a balloon float? Helium is the gas that makes the balloon float. It is an element, or a pure substance, that is a colorless gas, like oxygen.
- The United States is one of the world’s leading suppliers of helium. One of the biggest helium plants is in Keyes, Oklahoma. Keyes is located in the Oklahoma panhandle.
- Oklahoma is not only a producer of helium but is also the nation’s sole, or only, producer of iodine. The processing plants are concentrated in northwestern Oklahoma. Oklahoma’s iodine comes from salt deposits. Salt deposits are more than a mile beneath the surface. Iodine is added to salt. So, the next time salt is added to French fries, that salt could have been traveled over by the person eating the French fries!



Write the main idea and supporting details below.



Answer the following questions.

1. What is the main idea of the passage?
 - A Oklahoma is home to helium and iodine production.
 - B Oklahoma French fries are the best.
 - C A mile is a long way down.
 - D Balloons are popular for kids.

2. The supplier of helium is located in
 - A Oklahoma City.
 - B Tulsa.
 - C small towns in Oklahoma.
 - D Keyes.

3. Why did the author write this story?
 - A to provide information about helium and iodine
 - B to tell a story about balloons
 - C to tell a story about French fries
 - D to provide information about Keyes, Oklahoma

4. "Helium and Iodine" is written from which point of view?
 - A first person
 - B a helium plant worker
 - C third person
 - D someone using salt on their French fries

Answer the following questions.

5. Read the following.

The salt is as white as snow.

What type of literary device is used in the above sentence?

- A plot
- B simile
- C setting
- D metaphor

6. Read the following.

The boy is on top of the world.

What type of literary device or words does the author use to help readers understand the above sentence?

- A metaphor
- B simile
- C character
- D setting

7. Salt deposits can be found

- A a mile beneath the surface.
- B an inch beneath the surface.
- C on the surface.
- D in the water.

Answer the following questions.

8. What causes balloons to float through the air?

- A iodine
- B salt
- C helium
- D oxygen

9. In paragraph 3, beneath means

- A above
- B over
- C under
- D on top of

10. Why is the production of helium important in Oklahoma?

Answer the following questions.

8. What causes balloons to float through the air?

- A iodine
- B salt
- C helium
- D oxygen

9. In paragraph 3, beneath means

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10. Why is the production of helium important in Oklahoma?

3RD GRADE

COMPREHENSIVE ASSESSMENT

Read the selection. Then answer the following questions.

The Jay and the Peacock

a retelling of Aesop's fable

- 1 A blue jay was flying over a yard where some peacocks had walked. He saw some beautiful blue, green, and gold colors. He flew over the colors again. There were two, three, four, and more long, fluffy, multicolored feathers. The fluffy full feathers were at the bottom. The top of the feather looked like a stick. The fluffy feathers had all the colors. The feathers had fallen off the peacocks as they were molting or growing new feathers.
- 2 "Oh," thought the jay, "I would be special if I had feathers like that." He flew in circles over the bright colors. He swooped down beside them. After walking around several times, he knew what he could do.
- 3 He tied all the long thin parts of the feathers to his tail. He walked in straight lines. He walked in circles. He thought he was walking like a peacock. After practicing, he strutted down toward the peacocks.
- 4 When he came near them, they saw that it was a jay dressed in their feathers. They did not like a cheat who would act like he was one of them. As soon as he came close to the peacocks, they began to peck at him. They plucked away his borrowed plumes.
- 5 All the jay could do was to fly back to the other blue jays who had been watching him. However, they were unhappy with him because he had thought peacocks' feathers were what it took to make him into a fine bird. They were equally annoyed with him and told him: **"It is not only fine feathers that make fine birds."**

1. What is a synonym for plumes in paragraph 4?

- A sticks
- B strings
- C feathers
- D clothes

2. What is an antonym for unhappy in paragraph 5?

- A sad
- B glad
- C un
- D excited

3. Which graphic feature would best help in understanding the word molting in paragraph 1?

- A title
- B heading
- C illustration
- D legend

4. Choose the possessive noun.

- A peacock
- B peacocks
- C pea'cocks
- D peacock's

5. If you wanted to know how to say the word annoyed from paragraph 5, you could look in

- A** an almanac.
- B** a dictionary.
- C** an encyclopedia.
- D** a thesaurus.

6. Paragraph 4 tells the readers

- A** how many feathers the jay attached to his body.
- B** how the jay attached the feathers to his body.
- C** how long the feathers were.
- D** how the peacocks felt.

(3.4.R.4)	1. C	DOK 2	(3.2.R.3)	26. C	DOK 1
(3.4.R.2)	2. B	DOK 2	(3.3.R.3)	27. D	DOK 3
(3.4.R.5)	3. C	DOK 2	(3.5.R.4)	28. D	DOK 2
(3.5.R.1)	4. D	DOK 2	(3.2.R.1)	29. C	DOK 2
(3.4.R.5)	5. B	DOK 1	(3.3.R.2)	30. D	DOK 2
(3.2.R.3)	6. D	DOK 2	(3.3.R.7)	31. D	DOK 3
(3.4.R.3)	7. A	DOK 2	(3.3.R.7)	32. A	DOK 3
(3.2.R.3)	8. C	DOK 2	(3.2.R.1)	33. C	DOK 2
(3.2.R.2)	9. A	DOK 2	(3.4.R.5)	34. C	DOK 1
(3.2.R.1)	10. D	DOK 2	(3.2.R.1)	35. A	DOK 2
(3.3.R.4)	11. B	DOK 2	(3.4.R.3)	36. B	DOK 2
(3.3.R.3)	12. B	DOK 3	(3.2.R.1)	37. B	DOK 1
(3.4.R.5)	13. A	DOK 1	(3.2.R.2)	38. C	DOK 2
(3.5.R.2)	14. C	DOK 1	(3.2.R.3)	39. C	DOK 2
(3.4.R.3)	15. B	DOK 2	(3.2.R.1)	40. C	DOK 3
(3.4.R.3)	16. D	DOK 2	(3.5.R.3)	41. C	DOK 1
(3.2.R.1)	17. C	DOK 2	(3.4.R.4)	42. B	DOK 2
(3.5.R.1)	18. A	DOK 2	(3.4.R.3)	43. A	DOK 1
(3.3.R.7)	19. C	DOK 3	(3.2.R.1)	44. C	DOK 2
(3.3.R.6)	20. D	DOK 2	(3.2.R.2)	45. B	DOK 2
(3.6.R.2)	21. B	DOK 2	(3.2.R.1)	46. A	DOK 2
(3.6.R.2)	22. C	DOK 2	(3.3.R.5)	47. B	DOK 1
(3.6.R.2)	23. B	DOK 2	(3.4.R.4)	48. D	DOK 2
(3.2.R.2)	24. A	DOK 2	(3.2.R.1)	49. C	DOK 1
(3.2.R.1)	25. C	DOK 2	(3.4.R.2)	50. D	DOK 1



Glossary - Grade 3 OAS English Language Arts Vocabulary

academic vocabulary- words used in a learning or classroom setting (3.4.R.1)

adjectives- words that describe nouns as in size, shape, or color (3.5.R.3)

adverbs- words that describe verbs, usually end in -ly (3.5.R.3)

affix- one or more letters attached before or after a root word to modify its meaning (3.4.R.2)

articles as adjectives- *the, an, a*; words that describe nouns (3.5.R.3)

antonym- words which are opposite in meaning (3.4.R.4)

author's purpose- reason why an author writes about a specific topic (3.3.R.1)

autobiography- a story about a person's life written by that person (3.2.R.2)

biography- a story about a person's life written by another person (3.2.R.2)

caption- brief explanations of graphic features (3.6.R.2)

cause and effect- action or event that makes something else happen and its results. (3.3.R.6)

characterization- a character's traits, attitudes, beliefs, and/or personalities (3.3.R.3)

characters- persons, animals appearing in a story (3.3.R.3)

chart- abbreviated form of information (3.6.R.2)

compare- see how things are alike (3.2.R.2) (3.3.R.6)

conflict- struggle between characters, forces, or emotions (3.2.R.3)

conjunctions- words that connect two or more words, phrases, or clauses, or ideas (3.5.R.4)

context clue- the information from the textual setting that helps identify a word/word group (3.4.R.3)

contrast- see how things are different (3.2.R.2) (3.3.R.6)

description- word that shows how to do or what to see (3.3.R.6)

dictionary- a book that lists many words in alphabetical order, their meanings, their syllables, and how to pronounce them (3.4.R.5)

drama- a genre or type of writing in dialogue form with stage directions (3.2.R.2)

electronic resources- materials found in digital format (3.6.R.3)

Glossary - Grade 3 OAS English Language Arts Vocabulary

entertain- writing that provides joy or amusement (3.3.R.1)

essay- writing that is over a single subject matter (3.2.R.2)

fable- a simple story that teaches a lesson; frequently the characters are animals with human characteristics (3.2.R.2)

fact- something known to be true or to have really happened; a statement that can be proven (3.3.R.5)

fairy tale- a simple made up story; characters include common people and those with magical powers (3.2.R.2)

fiction- made-up or imaginary happenings; not real (3.2.R.2)

first person point of view- informs the reader of what only the character is thinking and feeling. (e.g: I, mine, me, we, ours) (3.3.R.2)

genre- type of literary element (3.2.R.2)

graph- information in visual form (3.6.R.2)

glossary- an alphabetical list of words in the back of a book that shows how the word was used in the book (3.4.R.5)

graphic features- visuals that give the reader information (3.6.R.2)

heading- main idea of a section of a text (3.6.R.2)

homograph- words with same spelling but different meaning and sounds (3.4.R.4)

homonym- words that are spelled and pronounced the same but have different meaning (3.4.R.4)

hyperbole- obvious and deliberate exaggeration; an extravagant statement; a figure of speech not intended to be taken literally. (e.g., He has a thousand sisters.) (3.3.R.4)

illustration- artwork (3.6.R.2)

infer- make a reasonable guess about what is not directly stated in the text (3.4.R.1)

inferential answers- answers based on good guesses from any little pieces of information put together and from earlier experiences (3.3.R.7)

inferential questions- questions asked about what is guessed to be a fact (3.3.R.7)

inform- writing that provides direction, information (3.3.R.1)

Glossary - Grade 3 OAS English Language Arts Vocabulary

informational text- text that informs readers about an event or subject (3.2.R.2)

interview- to question for the purpose of finding out specific information (3.6.R.3)

irregular verbs- action; state of being words that do not follow regular rules (3.5.R.2)

italics- a slanted font (3.6.R.2)

label- identify of content (3.6.R.2)

legend- words to visual symbols (3.6.R.2)

literary devices- writing structures an author uses to add meaning to his/her work (3.3.R.4)

lyrical poetry- poetry that has an emotional tone (3.2.R.2)

main idea- central thought of nonfiction writing (3.2.R.1)

metaphor- a figure of speech with an implied comparison suggesting a likeness or analogy between objects or ideas (e.g., You are my sunshine.) (3.3.R.4)

multiple-meaning word- a word that has more than one unrelated definition (3.4.R.3)

narrative- a written story (3.2.R.2)

non-fiction- writing that is true or factual (3.2.R.2)

novel- a long fictional story (3.2.R.2)

onomatopoeia- words whose sounds suggest the same thing (e.g. buss) (3.3.R.4)

opinion- something which cannot be proven; what someone believes (3.3R.5)

past participle verbs- that have completed an action, used with either have or has (3.5.R.2)

personification- to give human thoughts, feelings, and characteristics to animals or other objects such as nature (e.g., The tree lifts its arms to the sun.) (3.3.R.4)

persuade- writing that provides opinion and facts to cause a change (3.3R.1)

photo- pictures from a camera (3.6.R.2)

point of view- the way in which the author reveals a viewpoint or perspective (3.3.R.2)

possessive nouns- a noun that shows ownership (3.5.R.1)

Glossary - Grade 3 OAS English Language Arts Vocabulary

plot- sequence of events or actions (3.2.R.3) (3.3.R.3)

prefix- an affix added to the front a word example: “re” in reprint (3.4.R.2)

prepositions- words that are used to describe the relationship between words (3.5.R.4)

problem/solution- an unwelcome situation identified and solved within the narrative text of fiction or nonfiction (3.3.R.6)

pronoun- a word that takes the place of another noun (3.5.R.1)

pronunciation- the act of sounding out a word slowly (3.4.R.5)

root- the smallest part in a word (3.4.R.2)

sequential- in sequence, or the order in which things happen (3.3.R.6)

setting- the time and place of action in a story (3.3.R.3)

short story- a shorter version of a novel (3.2.R.2)

sidebar- boxed information to one side of main text (3.6.R.2)

simile- a comparison of two different things that are unlike, usually using the words *like* or *as* (e.g., soft as a kitten) (3.3.R.4)

stem- the letters of a word without affixes (3.4.R.2)

subheading- main idea of small portion of text within a general heading (3.6.R.2)

subject and verb agreement- who or what of the sentence must have an action or state of being word that matches in number or amount (3.5.R.5)

supporting details- evidence backing up and explaining a main idea or theme (3.2.R.1)

synonyms- words that are similar in meaning (3.4.R.4)

suffix- an affix added to the end of a word example: “ed” in wished (3.4.R.2)

summarize- reducing a large text to the main idea and a few supporting details (3.2.R.3)

supporting details- evidence backing up and explaining a main idea or theme (3.2.R.1)

syllabication- the breakdown of a word into nonstop parts that contain a vowel sound (3.4.R.5)

Glossary - Grade 3 OAS English Language Arts Vocabulary

text reference- information that is found written in a book such as a textbook (3.6.R.3)

theme- the central subject of a story or book (3.3.R.3)

third person point of view- an outside narrator. e.g.: he, she, it, his, hers, its, they (3.3.R.2)

title- name of literary work (3.6.R.2)

verb tense- action; state of being word that changes to show when the action takes place or state of being (3.5.R.2)

visual reference- information presented to catch attention with the eyes (3.6.R.3)