

EVIDENCE OF UNDERSTANDING

3RD GRADE ELA



The Oklahoma Library of Digital Resources is an innovative initiative to provide Oklahoma educators with high-quality, interactive teaching resources.
We appreciate our sponsors:



Thank you to the following educators for their work in curating digital resources:

Anne Beck, OSSBA

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GETTING TO KNOW OKLDR

WHO IS OSSBA?

The Oklahoma State School Boards Association (OSSBA) works to promote quality public education for the children of Oklahoma through training and information services to school board members. The Association is a leader among leaders in Oklahoma education and a visible presence in the local school districts and throughout the state.

The OSSBA was created in 1944 to provide support for local school board members with a variety of information, assistance, and representation services. OSSBA reaches every school board member through training opportunities. It creates and encouraged effective leaders to promote public education and cultivates productive alliances with governing bodies. OSSBA trains school board members to participate in an effective and supportive manner to provide direction for educational innovation and improves public perception of education in Oklahoma by sharing strategies and tools with our member school districts to focus on the success of Oklahoma public education.

OSSBA works with school boards to demonstrate the impact they have on student achievement. We work to provide meaningful two-way communication of advocacy, services, and training activities to local boards of education and their stakeholders. Other services we provide that have a direct impact on student achievement include strategic planning and superintendent searches. Our legal team provides free legal information to the school districts.

WHY OKLDR?

In the summer of 2016, OSSBA set out on a journey assist teachers in the integration of technology into their classrooms. The Oklahoma Library of Digital Resources (OKLDR) became a collection of digital content resources selected by Oklahoma educators to support the Oklahoma Academic Standards. The resources were curated by teachers from school districts across Oklahoma. Each collection contained a variety of learning resources, such as videos, apps, pdf documents, and websites, and are designed so that teachers can then build their lesson plans. The resources helped bridge the digital equity gap among students while helping schools make the most of limited resources.

After collaborating with educators, school and district leaders for a couple of years, OKLDR has been enhanced in the following ways:

- Resources are now an Open Education Resource (OER) “book” format, making it easier to use and accessible on multiple devices.
- Resources map to ESSA expectations for evidence of student understanding and students’ mastery of the academic standards.
- Tools are now agnostic and can be used on multiple devices.
- Lessons are now focused on student engagement through the use of technology. The first OKLDR version focused on teacher resources. **This is a major change.**
- To prioritize student learning, teacher resources are now located at the back of each book.

HOW TO USE THIS BOOK



The Oklahoma Academic Standards for this lesson are grouped together by key topics. Sometimes you will see only one standard, but other times you will see a grouping of standards.



Evidence of Understanding is the key. This is the concept you want your students to master that reinforces the standards. Mastery means deeper understanding, not just “skim the surface” learning.



Digital Tools are the recommended applications and/or tools for the lesson. Think of this element as the “supplies box.”



In Practice is a suggested activity to engage the students to demonstrate mastery of the standard. You will notice that this is just one suggested lesson, and sometimes there might be a second lesson. The suggested lesson, developed by Oklahoma teachers, is meant to give you a starting point. You might decide to use the lesson or it might give you an idea of something else you could do to teach the concept.

MOVING FORWARD

As you can see the OKLDR book has been designed to inspire educators to have students demonstrate their understanding of the Oklahoma Academic Standards through the use of technology as a productivity tool. While educators have limited time in the day to plan and research high quality content, this book is a jumping off point, with suggested peer-reviewed activities and resources.

While you might encounter extra white space in the book, it is intentional for growth. As you integrate the activities into your lessons, you are encouraged to send us student work samples that might be included in the book, as well as additional activities and resources that could be included in future revisions.

Next Steps:

- We would love to add samples of student work to the activities, so please send the work to: okldr@ossba.org.
- If you would like to be involved in future course creation, or know teachers who would like to be involved, please contact us at: okldr@ossba.org.
- See anything that needs to be changed or enhanced? Contact us at: okldr@ossba.org.

SPEAKING & LISTENING

READING



3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings. .



Evidence of Understanding

Students will effectively work in groups, communicate clearly, and collaborate with others.



Digital Tools

- *Video Editor- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Clips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video,*



In Practice

- Students will use a video editor to practice speaking and listening to their voice.
- Students will work in pairs and practice their dialogue.
- Students will add their recording to a digital portfolio for the teacher to evaluate.

WRITING



3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.



Evidence of Understanding

Students will work collaboratively in groups to retell a story including details.



Digital Resources

- *Video Editor*- Clips, WeVideo, Flipgrid, iMovie, Loom, PowerDirector, Clips, Do-Ink, Storyblocks, Majisto, Adobe Spark Video
- *Interactive Whiteboard Application* - Educreations, Showbie, Realtimeboard, Simple Whiteboard, Jamboard
- *Digital Portfolio* - Seesaw, Book Creator



In Practice

- Students will choose their favorite holiday memory to retell.
- Students will use a video editor to make and share videos that include words, effects, graphics, and commentary about their memory.
- Students will use a whiteboard to annotate, animate, and narrate any type of content to explain a concept.
- Students will present their work to the class and place in a digital portfolio.

READING FOUNDATIONS

PRINT CONCEPTS



3.2.PC Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences



Evidence of Understanding

Students will correctly form letters in cursive handwriting while using a word processor or a cursive writing application.



Digital Resources

- *Book Creator* - [Pages](#), [Book Creator](#), [Pages](#),
- *Content Application* - [ABC Cursive Writing](#) [Cursive Writing Wizard](#)



In Practice

- Students will use cursive writing application to practice writing in cursive.
- Students will create a short story in book creator or similar application using cursive writing.

PHONICS AND WORD STUDY



3.2.PWS.1 Students will decode multisyllabic words using their knowledge of:

- "r" controlled vowels (e.g., ar, er, ir or, ur)
- vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy]

3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:

- all major syllable patterns
- contractions
- abbreviations
- common roots and related prefixes and suffixes

3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words



Evidence of Understanding

Students will record themselves words and read words in context by applying phonics and word analysis skills.



Digital Resources

- *Voice Record Application* - Voice Memos, Voice Record Pro, FlipGrid



In Practice

- Students will use a voice recording application such as FlipGrid to record and listen to themselves reading new and unfamiliar words.

FLUENCY



3.2.F.1 Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.

3.2.F.2 Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.



Evidence of Understanding

Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension using audio recording applications.



Digital Resources

- *Content Application - Reading Speed/ Fluency Builder*
- *Content Application - Advanced Sight Words*
- *Podcast Application - Opinion*
- *Podcast Application - GarageBand, Anchor, Voice Record Pro App, Podbean iTalk*



In Practice

- Students will use Reading Speed/Fluency Builder to develop reading speed to their grade level expectation.
- Students will use Advanced Sight Words to practice, identify, and spell high frequency words.
- Students will use the voice recorder to record themselves reading out loud and share with teacher.
- Students will listen to themselves reading and self-evaluate their reading fluency.

READING & WRITING PROCESS

READING



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.



Evidence of Understanding

Students will organize details into a timeline showing knowledge of main idea and summarization.



Digital Resources

- *Website* - [Fragment Frenzy](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)



In Practice

- Students will use Fragment Frenzy to practice finding the important details/main idea in sentences.
- Students will use a presentation application to visually organize the plot (beginning, middle, end) of a story on slides, including a picture that correlates with the part of the story on the slide.

WRITING



3.2.W.1 Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.

3.2.W.2 Students will edit drafts and revise for clarity and organization.

3.2.W.3 Students will correctly spell grade-appropriate words while editing.

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



Evidence of Understanding

Students will engage in a recursive writing process.



Digital Resources

- *Content Application* - [SAS Punctuation Rules!](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)
- *Search Engine* - [Kidtopia](#), [Safe Search Kids](#), [KidzSearch](#), [Kiddle](#), [KidRex](#)



In Practice

- Students will use Kidtopia or other teacher selected site to complete teacher guided research.
- Students will plan, draft, and revise the information they gathered.
- Students will also use SAS Punctuation Rules to help with any editing.
- After students have revised drafts and teacher approves final copy, they will type it in a word processing application to print and put together as a class “published” work.

CRITICAL READING & WRITING

READING



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.



Evidence of Understanding

Students will create a digital book report presentation and include examples from the text of literary elements.



Digital Resources

- *Video Editor-* [Clips](#), [ChatterPix](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)



In Practice

- Using a selected piece of literature, students will create a digital book report presentation using a video editor like Clips and add animation to characters using ChatterPix.
- The presentation must include a summary of the text, author's purpose and give examples from the text of the setting, plot, characters, theme and etc.
- Additionally, students can show examples of similes, hyperbole, onomatopoeia and other literary devices if present in selected literature piece.

WRITING



3.3.W.1 NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).

3.3.W.2 INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.

3.3.W.3 OPINION Students will express an opinion about a topic and provide reasons as support



Evidence of Understanding

Students will produce a selected form of writing.



Digital Resources

- *Video Editor*- Clips, WeVideo, Do-Ink, iMovie
- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Mind Mapping Application* - Venn Diagram, ReadWriteThink, Popplet, Padlet, Inspiration Maps, Mindomo, iMindMap Kids, GitMind
- *Word Processor* - Pages, Microsoft Word, Google Docs



In Practice

- Using a word processor students will create a narrative based on their favorite family trip. Students can also include drawings or pictures to go along with their stories.
- Using a video editor, students will create a video informing the audience about the life cycle of a plant from seed to plant. Students highlight the main ideas and key details using the drawing and text features.
- Using Venn Diagrams students will compare and contrast two types of dessert. Students will use a word processor to explain which one they prefer and why.

VOCABULARY

READING



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..



Evidence of Understanding

Students will create a digital poster showcasing parts of speech.



Digital Resources

- *Design Tools* - [Pages](#), [Book Creator](#), [ChatterPix](#), [Blabberize](#), [Canva](#), [Web Poster Wizard](#), [Collage Maker](#)



In Practice

- Students will create a digital poster that explains a part of speech.
- Students can use design tools to animate their posters to explain in their own words, their part of speech.

WRITING



3.4.W.1 Students will use domain-appropriate vocabulary to communicate ideas in writing.

3.4.W.2 Students will select appropriate language according to purpose in writing..



Evidence of Understanding

Students will apply appropriate vocabulary in their writing and communicate clearly.



Digital Resources

- *Interactive Whiteboard* - [Educreations](#), [Showbie](#), [Realtimeboard](#), [Simple Whiteboard](#), [Jamboard](#), [ShowMe](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)



In Practice

- Students will use a word processing application to write short stories. Students will use appropriate vocabulary to communicate ideas.

LANGUAGE

READING



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.



Evidence of Understanding

Students will recognize incorrect pronouns, possessive nouns, subject verb agreement and other grammatical errors in sentences and make necessary corrections.



Digital Resources

- Camera
- *Sketch Application*- Sketches School, Notes, ibis, Absolute Board, Google Draw, Auto Draw, Do-Ink



In Practice

- Students will take a picture of teacher provided incorrect sentences.
- Using a markup or drawing tool, students will correct the subject verb agreement, missing prepositions, incorrect possessive pronouns and any other grammatical errors.

WRITING



3.5.W.1 Students will capitalize and appropriately punctuate:

- titles of respect
- appropriate words in titles
- geographical names

3.5.W.2 Students will use complex contractions (e.g., should've, won't).

3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.

3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.



Evidence of Understanding

Students will use appropriate capitalization and punctuation when composing various types of sentences.



Digital Resources

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint



In Practice

- Assign each student a type of sentence (e.g. question, compound, simple sentence with proper name, etc.)
- Students will create a slide with a grammatically correct example of their assigned sentence and submit slide to teacher.
- Teacher will put slides together and show to class. Students will explain their slides to the class.

RESEARCH

READING



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.



Evidence of Understanding

Students will develop a multimedia presentation after researching information on a teacher approved topic.



Digital Resources

- *Presentation* - Keynote, Google Slides, Microsoft PowerPoint
- *Digital Storytelling* - Toontastic, ChatterPix Kids, Shadow Puppets EDU, Book Creator, Seesaw, Pages, Write About This, Google Docs, Google Story Builder,



In Practice

- Students will be assigned a topic to research.
- Students will use Toontastic or Sock Puppets (or similar application) to create a presentation with the relevant facts about their research topic.
- Students will then share their presentations with the class.

WRITING



3.6.W.1 Students will generate a list of topics of interest and individual questions about one specific topic of interest.

3.6.W.2 Students will organize information found during group or individual research, using graphic organizers or other aids.

3.6.W.3 Students will summarize and present information in a report



Evidence of Understanding

Students will use mind map to create a list of individual questions about a specific topic.



Digital Resources

- *Mind Mapping Application* - [ReadWriteThink](#), [Popplet](#), [Padlet](#), [Simple Mind+](#) [Mind Mapping](#), [Inspiration Maps](#), [Mindomo](#), [iMindMap Kids](#), [GitMind](#), [Lucidchart](#), [Bubbl.us](#)
- *Word Processor* - [Pages](#), [Microsoft Word](#), [Google Docs](#)



In Practice

- Students will use a mind mapping application to create a mind map.
- Using the mind map students create a list of questions about a specific topic of interest.
- These questions will be used to drive the collection of initial data and information on their topic.

MULTIMODAL LITERACIES

READING



3.7.R.1 Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.R.2 Students will compare how ideas and topics are depicted in a variety of media and formats.



Evidence of Understanding

Students will compare how ideas and topics are depicted in a variety of media and formats and give their opinion on which they prefer and why.



Digital Resources

- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)
- *Podcast Application* -[Anchor](#), [Voice Record Pro App](#), [Podbean](#) [iTalk](#)



In Practice

- Teacher will gather a variety of different types of media on the same topic (book, magazine, video, newspaper, etc.).
- Students will record themselves comparing the different media examples and which one/type they got more information from and why.

WRITING



3.7.W.1 Students will create multimodal content that communicates an idea using technology or appropriate media.

3.7.W.2 Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings



Evidence of Understanding

Students will create a multimedia presentation .



Digital Resources

- *Story Telling Application* - [ChatterPix Kids-](#), [Shadow Puppets EDU](#), [Book Creator](#), [Seesaw](#), [Pages](#), [Write About This](#), [Google Docs](#), [Google Story Builder](#), [Toontastic](#)
- *Presentation* - [Keynote](#), [Google Slides](#), [Microsoft PowerPoint](#)
- *Video Editor*- [Clips](#), [WeVideo](#), [Do-Ink](#), [iMovie](#)



In Practice

- Students will pick a cartoon character to research.
- Students will use the Puppet Pals application to create the character in a cartoon format.
- Students will use the cartoon they created to present the information they gathered from the research.

INDEPENDENT READING & WRITING

READING



3.8.R Students will select appropriate texts for specific purposes and read independently for extended periods of time.



Evidence of Understanding

Students will read independently and reflect on their reading.



Digital Resources

- *Word Processor* - Pages, Microsoft Word, Google Docs
- *Digital Portfolio* - Seesaw, Book Creator



In Practice

- The teacher will select read independently.
- After reading, students will reflect in a digital journal such as Book Creator, Seesaw, Pages, Notes or similar app the about the pages they have read.

WRITING



3.8.W Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.



Evidence of Understanding

Students will create a comic strip over a period of time.



Digital Resources

- *Comic Maker* - [Comic Touch 2](#), [Comic Puppets](#), [Canva Comic Strip Maker](#), [Powtoon](#), [Comic Maker](#), [Make Beliefs Comix](#), [Toontastic](#), [Pixton EDU](#)



In Practice

- Using a comic strip creator, students will develop a story over time over a given topic.

RESOURCES

TEACHER RESOURCES

Content Application:

- [StoryLines Comix](#)
- [Educreations](#)
- [Vocabulary Spelling City](#)
- [Grammaropolis](#)
- [National Geographic Kids](#)
- [KidRex](#)
- [SimpleMind+ Mind Mapping](#)
- [Lit2Go](#)
- [KidzSearch](#)