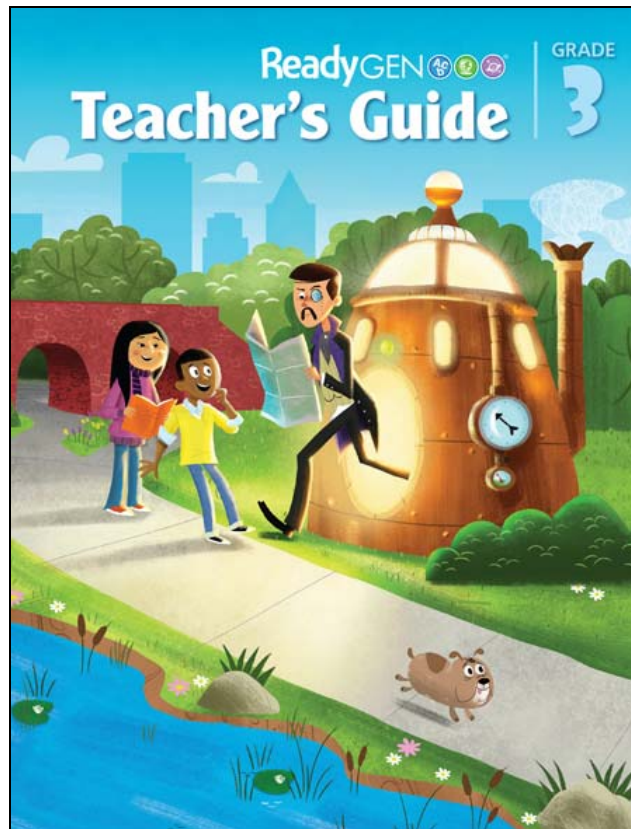


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To the

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Oklahoma Priority Academic Student Skills (PASS)	ReadyGEN ©2016
<b>Language Arts</b>	
<b>Grade 3</b>	
<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.</b>	
<b>*Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.</b>	
1. Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).	<b>TG U1:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS21, FS22, FS24 <b>TG U2:</b> FS5, FS6, FS7, FS8, FS9, FS10, FS23, FS24, FS25 <b>TG U3:</b> FS6, FS7, FS15, FS16, FS18, FS19, FS24, FS25 <b>TG U4:</b> FS3, FS4, FS9, FS10, FS13, FS16
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).	<b>TG U1:</b> FS3, FS4, FS21, FS22, FS24, FS25 <b>TG U2:</b> FS2, FS3, FS4, FS12, FS13, FS20, FS21, FS22 <b>TG U3:</b> FS9, FS10, FS12, FS13, FS15, FS16, FS18, FS19, FS24, FS25 <b>TG U4:</b> FS6, FS7, FS18, FS19, FS20, FS21, FS22
3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.	<b>TG U1:</b> FS8, FS9, FS10, 354, 355, 366 <b>TG U2:</b> FS14, FS15, FS16, FS21, FS22 <b>TG U3:</b> FS9, FS10, FS12, FS13, 73 <b>TG U4:</b> FS7, FS22, FS23, FS24, FS25
<b>Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	
1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.	<b>TG U1:</b> 243, 354, 355, 366 <b>TG U2:</b> 164, 254, 255, 343, 353, 354, 355, 356, 357 <b>TG U3:</b> 73, 83 <b>TG U4:</b> 233, 243, 246, 285, 286, 287
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.	<b>TG U1:</b> FS8, FS9, FS10 <b>TG U2:</b> FS14, FS16, FS20, FS22 <b>TG U3:</b> FS8, FS9, FS10, FS11, FS12, FS13 <b>TG U4:</b> FS5, FS7, FS20, FS22, 61, 71

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3. Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.	<b>TG U1:</b> 213, 354, 356, 365, 366, 383 <b>TG U2:</b> 353, 357 <b>TG U3:</b> FS20, FS21, FS22 <b>TG U4:</b> 83, 133, 253
4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.	<b>TG U1:</b> 95, 96 <b>TG U2:</b> 166, 259 <b>TG U3:</b> 26, 276 <b>TG U4:</b> FS4, FS22, 116, 179, 246, 247, 253, 254, 255, 256, 257, 276, 285, 286, 287
<b>*Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</b>	
1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.	<b>TG U1:</b> 17, 27, 47, 77, 97, 127, 147, 157, 177, 217, 367, 377, 387 <b>TG U2:</b> 17, 27, 47, 67, 77, 97, 127, 147, 177, 187, 227, 277, 347, 377, 387 <b>TG U3:</b> 17, 77, 97, 117, 147, 157, 177, 187, 217, 247, 277, 297, 317, 347, 377 <b>TG U4:</b> 17, 27, 67, 77, 97, 117, 147, 157, 167, 177, 187, 227, 277, 297, 317
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).	<b>TG U1:</b> 67, 87, 117, 167, 187, 227, 277, 317, 347, 377 <b>TG U2:</b> 87, 167, 217, 247, 287, 317, 327, 357 <b>TG U3:</b> 27, 47, 67, 87, 127, 167, 187, 227, 267, 287, 327, 357, 387 <b>TG U4:</b> 47, 87, 97, 127, 217, 247, 287, 327, 357, 377
3. Engage in repeated readings of the same text to increase fluency.	<b>TG U1:</b> FS3, FS4, FS6, FS9, FS13, FS15, FS18, FS21, FS22, FS24, 347, 387 <b>TG U2:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS13, FS15, FS16, FS18, 77, 227, 357, 377 <b>TG U3:</b> FS3, FS4, FS6, FS7, FS9, FS10, FS12, FS15, FS18, FS21, FS24, FS25, 77, 317, 367 <b>TG U4:</b> FS3, FS4, FS6, FS7, FS9, FS12, FS15, FS18, FS21, FS24, FS25, 17, 27, 157, 187

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4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.	<b>TG U1:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 <b>TG U2:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS22, FS24 <b>TG U3:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24 <b>TG U4:</b> FS3, FS6, FS9, FS12, FS15, FS18, FS21, FS24
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.	<b>TG U1:</b> 357, 367, 387 <b>TG U2:</b> 117, 157, 177, 267, 297, 347, 367 <b>TG U3:</b> 277, 287, 327, 387 <b>TG U4:</b> 227, 267, 287, 297, 377, 387
<b>Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</b>	
<b>1. Literal Understanding</b>	
a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.	<b>TG U1:</b> 25, 35, 45, 75, 85, 115, 165, 215, 235, 255, 257, 265, 285, 305, 375 <b>TG U2:</b> 15, 25, 45, 75, 95, 125, 135, 145, 165, 175, 215, 245, 257, 275, 325 <b>TG U3:</b> 15, 55, 57, 65, 75, 95, 105, 125, 175, 215, 245, 257, 265, 275, 365 <b>TG U4:</b> 25, 35, 55, 85, 95, 145, 185, 215, 315, 325, 335, 345, 355, 365, 375
b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.	<b>TG U1:</b> 12, 102, 112, 142, 152, 172, 212, 232, 252, 282, 302, 332, 372 <b>TG U2:</b> 22, 42, 102, 142, 162, 182, 215, 222, 225, 242, 265, 272, 302, 305, 315 <b>TG U3:</b> 12, 52, 122, 142, 172, 212, 222, 242, 252, 272, 292, 312, 332, 362, 382 <b>TG U4:</b> 12, 32, 52, 72, 102, 122, 162, 232, 252, 272, 282, 292, 322, 342, 372
c. Recall major points in a text and revise predictions about what is read.	<b>TG U1:</b> 212, 213, 214, 215, 216, 217, 223, 224, 225, 226, 227 <b>TG U2:</b> 12, 14, 16, 17, 22, 23, 132, 133, 134, 137, 212, 214, 215, 216, 217 <b>TG U3:</b> 212, 215, 262, 272, 273, 282, 302, 303, 307, 342, 372, 373 <b>TG U4:</b> 82, 84, 85, 86, 87, 212, 213, 214, 215, 216, 217, 292, 322, 324, 326

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d. Show understanding by asking questions and supporting answers with literal information from the text.	<b>TG U1:</b> 35, 36, 37, 136, 137, 236, 336, 337 <b>TG U2:</b> 242, 243, 262, 263, 264, 266, 267, 342, 344, 346, 347 <b>TG U3:</b> 214, 215, 216, 217, 232, 264, 266, 267 <b>TG U4:</b> 36, 37, 106, 136, 137, 166, 236, 237, 336, 337
<b>2. Inferences and Interpretation</b>	
a. Make inferences by connecting prior knowledge and experience with information from the text.	<b>TG U1:</b> 253, 263, 343, 352, 373, 383 <b>TG U2:</b> 23, 46, 217, 233, 246, 343, 353, 363 <b>TG U3:</b> 123, 133, 143, 144, 146, 303, 367 <b>TG U4:</b> 23, 83, 103, 156, 383
b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.	<b>TG U1:</b> 292, 293, 294, 295, 296, 297 <b>TG U2:</b> 152, 153, 154, 155, 156, 157, 172, 174, 175, 176, 177, 332, 334, 335 <b>TG U3:</b> 22, 23, 42, 72, 73, 92, 122, 132, 142, 147, 172, 174, 176, 177, 182 <b>TG U4:</b> 152, 153, 154, 155, 156, 157, 213
*c. Participate in creative response to text (e.g., art, drama, and oral presentations).	<b>TG U1:</b> 198, 300, 319, 320, 369, 398 <b>TG U2:</b> 194 <b>TG U3:</b> 237 <b>TG U4:</b> 163, 219
<b>3. Summary and Generalization</b>	
a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.	<b>TG U1:</b> 22, 27, 52, 153, 285, 316, 317 <b>TG U2:</b> 16, 165, 322, 372 <b>TG U3:</b> 55 <b>TG U4:</b> 142, 373
b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).	For related content, please see: <b>TG U1:</b> 114, 116, 117, 182, 212, 213, 214, 215, 216, 217, 224 <b>TG U2:</b> 12, 14, 16, 17, 22, 23, 64, 66, 157, 242, 244, 246, 247, 272, 274 <b>TG U3:</b> 22, 23, 72, 73, 92, 93, 94, 95, 96, 97, 122, 123, 132, 133, 144 <b>TG U4:</b> 22, 23, 24, 25, 26, 27, 113, 124, 125, 212, 213, 214, 215, 216, 217
c. Produce summaries of fiction and nonfiction text, highlighting major points.	<b>TG U1:</b> 22, 27, 52, 153, 285, 316, 317 <b>TG U2:</b> 16, 165, 273 <b>TG U3:</b> 55 <b>TG U4:</b> 142, 373

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<b>4. Analysis and Evaluation</b>	
a. Analyze characters including their traits, relationships, feelings, and changes in text.	<b>TG U1:</b> 12, 14, 15, 16, 17, 22, 32, 33, 262, 264, 265, 266, 267 <b>TG U2:</b> 34, 35, 44, 45, 46, 47, 74, 75, 76, 77, 107, 162, 163, 184, 185 <b>TG U3:</b> 44, 45, 46, 47, 86, 87, 103, 104, 106, 107, 164, 166, 167 <b>TG U4:</b> 14, 15, 17, 22, 24, 26, 27, 132, 133, 143, 153, 176, 183
b. Distinguish between fact and opinion in nonfiction text.	<b>TG U3:</b> 19, 36
c. Analyze the causes, motivations, sequences, and results of events from a text.	<b>TG U1:</b> 52, 53, 56, 72, 83, 92, 93, 112, 113, 122, 123, 124, 342, 343, 344 <b>TG U2:</b> 34, 35, 47, 83, 104, 105, 106, 113, 125, 126, 127, 162, 163, 184, 186 <b>TG U3:</b> 44, 84, 164, 165, 166, 167, 224, 225, 226, 227, 294, 334, 384 <b>TG U4:</b> 14, 15, 17, 64, 66, 67, 144, 145, 146, 147, 176, 354, 356, 357, 383
<b>*5. Monitoring and Correction Strategies</b>	
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>TG U1:</b> 15, 25, 35, 45, 75, 85, 115, 135, 165, 215, 235, 325, 355, 365, 375 <b>TG U2:</b> 15, 25, 45, 65, 75, 95, 125, 135, 145, 165, 175, 215, 245, 275, 325 <b>TG U3:</b> 15, 55, 65, 75, 95, 125, 175, 215, 245, 265, 275, 285, 325, 365 <b>TG U4:</b> 25, 35, 55, 57, 75, 95, 145, 185, 215, 257, 315, 325, 335, 345, 375
b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.	<b>TG U1:</b> 67, 87, 117, 167, 187, 227, 345, 377 <b>TG U2:</b> 117, 157, 177, 267, 297, 347, 367 <b>TG U3:</b> 17, 67, 97, 247, 347, 357, 387 <b>TG U4:</b> 67, 97, 147, 167, 263, 303, 333
c. Clarify meaning by rereading, questioning, and modifying predictions.	<b>TG U1:</b> 36, 37, 102, 112, 136, 137, 153, 236, 237, 303, 336, 337, 356, 357 <b>TG U2:</b> 36, 37, 136, 137, 236, 237, 336, 337, 342, 344, 346, 347 <b>TG U3:</b> 36, 37, 93, 136, 137, 236, 237, 336, 337 <b>TG U4:</b> 24, 36, 37, 103, 136, 137, 173, 236, 237, 336, 337

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<b>Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.</b>	
*1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.	
a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).	<b>TG U1:</b> 22, 28-30, 222, 228-230 <b>TG U2:</b> 137, 288-230, 303 <b>TG U3:</b> 228-230, 295, 304, 305, 306, 307, 372, 374, 376, 377 <b>TG U4:</b> 18-20, 45, 182, 183, 184, 186, 187, 212, 228-230, 322
b. Read, understand, and discuss a variety of genres.	<b>TG U1:</b> 32, 92, 112, 152, 172, 212, 242, 282, 302, 332, 352, 372 <b>TG U2:</b> 12, 32, 142, 172, 182, 212, 242, 322, 332, 362, 372, 382 <b>TG U3:</b> 22, 52, 102, 112, 142, 152, 162, 172, 212, 282, 312, 372, 382 <b>TG U4:</b> 12, 42, 52, 102, 112, 122, 132, 162, 172, 182, 222, 272, 312, 322, 382
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.	
a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.	<b>TG U1:</b> 37, 77, 114, 115, 116, 117, 137, 163, 164, 166, 167, 172, 174, 176, 177 <b>TG U2:</b> 172, 173, 182, 183, 184, 186, 187 <b>TG U3:</b> 102, 104, 105, 106, 107, 162, 184, 186, 187 <b>TG U4:</b> 102, 104, 106, 107, 162, 163, 164, 165, 166, 167, 174, 175, 176, 177
b. Recognize themes that occur across literary works. Example: Read <i>Yoko</i> by Rosemary Wells and <i>You Are Special</i> by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.	<b>TG U1:</b> 117, 182 <b>TG U2:</b> 132, 134, 135, 174, 175, 176, 177 <b>TG U3:</b> 182, 183, 184, 185, 186, 187 <b>TG U4:</b> 162, 165, 172, 375
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work. Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).	<b>TG U1:</b> 94, 95, 96, 97 <b>TG U2:</b> 54, 55, 56, 57, 164, 165, 166, 167, 222, 223, 224, 225, 226, 227 <b>TG U3:</b> 12, 13, 27, 33, 53, 54, 56, 57, 134, 135 <b>TG U4:</b> 113, 244, 245, 246, 247, 344, 345, 346, 347



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<b>Standard 6: Research and Information - The student will conduct research and organize information.</b>	
1. Accessing Information - The student will select the best source for a given purpose.	
a. Alphabetize to the third letter.	For related content, please see: <b>TG U2:</b> 313, 314, 316, 391 <b>TG U3:</b> 181
b. Use guide words to locate words in dictionaries and topics in encyclopedias.	For related content, please see: <b>TG U1:</b> 95, 96 <b>TG U2:</b> 56, 166, 319, 328, 391 <b>TG U3:</b> 26, 276, 313 <b>TG U4:</b> 116, 246, 247, 253, 276, 285, 286
c. Access information from charts, maps, graph, schedules, directions, and diagrams.	<b>TG U1:</b> 224, 225, 226, 227, 304, 306, 307, 344, 347, 353, 367, 374, 376, 386, 387 <b>TG U2:</b> 243, 263, 267, 292, 294, 295, 296, 297 <b>TG U3:</b> 223, 227, 263, 322, 323, 324, 327, 333, 363, 364, 365, 366, 367 <b>TG U4:</b> 223, 255
d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.	<b>TG U1:</b> 304, 344, 362, 363, 365, 366, 367, 376 <b>TG U2:</b> 243, 249, 263, 294, 295, 303, 316, 319 <b>TG U3:</b> 313, 323 <b>TG U4:</b> 253, 254, 255, 256, 257
e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).	<b>TG U1:</b> 304, 344, 366, 367, 374, 375, 376, 377 <b>TG U2:</b> 243, 263, 294, 295, 296, 297 <b>TG U3:</b> 322, 324, 325, 326, 327 <b>TG U4:</b> 224, 225, 226, 227

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*2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.	
a. Begin the research process by selecting a topic, formulating questions, and identifying key words.	<b>TG U1:</b> 260, 288-290, 328-330, 378-380, 388-390, 392-398 <b>TG U2:</b> 18-20, 218-220, 258-260, 278-280, 328-330 <b>TG U3:</b> 128-130, 218-220, 228-230, 258-260, 328-330, 338-340 <b>TG U4:</b> 118-120, 128-130, 138-140, 336, 394
b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	<b>TG U1:</b> 258-260, 299, 329, 378, 388-390 <b>TG U2:</b> 29, 39, 149, 259, 318, 319, 328, 329, 330, 350 <b>TG U3:</b> 20, 128-130, 259, 328-330 <b>TG U4:</b> 118-120, 318-320, 328-330, 394
c. Compile information into summaries of information.	For related content, please see: <b>TG U1:</b> 258-260, 378-380 <b>TG U2:</b> 308-310, 348-350 <b>TG U3:</b> 108-110, 298-300, 308-310 <b>TG U4:</b> 98-100, 298-300, 308-310
d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.	Students answer questions throughout the program. For example, see: <b>TG U1:</b> 12, 13, 18, 23, 39 <b>TG U2:</b> 12, 17, 32, 33, 42 <b>TG U3:</b> 12, 13, 32, 42, 47 <b>TG U4:</b> 12, 17, 19, 42, 47

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<b>Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.</b>	
<b>*Standard 1: Writing Process. The student will use the writing process to write coherently.</b>	
1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.	<b>TG U1:</b> 19, 29, 59, 69, 79, 149, 219, 239, 299, 395 <b>TG U2:</b> 19, 29, 39, 79, 99, 109, 149, 194, 195, 230, 299, 339, 395 <b>TG U3:</b> 29, 39, 119, 139, 195, 259, 269, 289, 299, 309, 318, 319, 338, 339, 395 <b>TG U4:</b> 59, 109, 194, 195, 219, 229, 279, 299, 329, 339, 349, 395
2. Understand and demonstrate familiarity with the writing process and format of main idea.	<b>TG U1:</b> 107, 148-150, 158-160, 168-170, 178-180, 188-190, 248-250, 288-290, 307, 328-330, 338-340, 348-350, 358-360, 368-370 <b>TG U2:</b> 107, 148-150, 168-170, 188-190, 218-220, 248-250, 258-260, 307, 348-350, 358-360, 368-370, 378-380 <b>TG U3:</b> 107, 148-150, 158-160, 188-190, 238-240, 298-300, 307, 348-350, 358-360, 368-370, 378-380, 388-390 <b>TG U4:</b> 58-60, 98-100, 107, 148-150, 168-170, 178-180, 188-190, 307, 378-380, 388-390
3. Compose coherent first drafts with clear focus of beginning, middle, and ending.	<b>TG U1:</b> 68-70, 78-80, 138-140, 158-160 <b>TG U2:</b> 68-70, 78-80, 128-130, 138-140, 158-160 <b>TG U3:</b> 88-90, 358-360 <b>TG U4:</b> 78-80, 278-280, 358-360
4. Revise drafts, changing or adding details and vivid, descriptive words.	<b>TG U1:</b> 168-170, 348-350 <b>TG U2:</b> 168-170, 368-370, 394 <b>TG U3:</b> 168-170, 368-370 <b>TG U4:</b> 168-170, 368-370
5. Proofread/edit writing, using standard editing marks, with peers or teacher.	<b>TG U1:</b> 178-180, 195, 358-360, 395 <b>TG U2:</b> 178-180, 378-380, 394, 395 <b>TG U3:</b> 178-180, 195, 378-380, 395 <b>TG U4:</b> 178-180, 195, 378-380, 395

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6. Publish and present writing to peers or adults.	<b>TG U1:</b> 20, 40, 70, 107, 110, 140, 188-190, 220, 250, 280, 307, 330, 368-370 <b>TG U2:</b> 107, 188-190, 198, 307, 388-390, 398 <b>TG U3:</b> 50, 100, 107, 130, 160, 188-190, 198, 240, 300, 330, 388-390, 398 <b>TG U4:</b> 30, 90, 107, 180, 188-190, 220, 230, 260, 307, 310, 360, 388-390
<b>*Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.</b>	
1. Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.	<b>TG U1:</b> 18-20, 28-30, 78-80, 118-120, 188-190, 218-220, 228-230, 258-260, 318-320 <b>TG U2:</b> 18-20, 38-40, 188-190, 198, 218-220, 228-230, 268-270, 388-390 <b>TG U3:</b> 18-20, 38-40, 48-50, 78-80, 128-130, 148-150, 188-190, 218-220, 258-260, 388-390 <b>TG U4:</b> 38-40, 48-50, 68-70, 118-120, 148-150, 192-198, 218-220, 238-240, 392-398
2. Write simple narrative, descriptive, persuasive, and creative paragraphs.	<b>TG U1:</b> 68-70, 78-80, 118-120, 148-150, 218-220, 228-230, 248-250, 258-260, 268-270, 308-310 <b>TG U2:</b> 48-50, 68-70, 108-110, 118-120, 158-160, 238-240 <b>TG U3:</b> 18-20, 98-100, 118-120, 158-160 <b>TG U4:</b> 78-80, 88-90, 278-280, 298-300, 358-360
3. Write descriptive and creative stories and poems about people, places, things, or experiences that:	
a. develop a main idea.	For related content, please see: <b>TG U1:</b> 18-20, 48-50, 68-70, 78-80, 138-140, 148-150 <b>TG U2:</b> 18-20, 48-50, 68-70, 138-140, 148-150
b. use details to support the main idea.	For related content, please see: <b>TG U1:</b> 48-50, 58-60, 98-100, 118-120, 168-170 <b>TG U2:</b> 18-20, 108-110, 118-120, 168-170

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c. have a clear beginning, middle, and ending.	<b>TG U1:</b> 38-40, 48-50, 68-70, 78-80, 88-90, 138-140 <b>TG U2:</b> 68-70, 78-80, 128-130, 138-140
4. Write informational pieces using one reference source and citing the title and author of the source.	<b>TG U1:</b> 258-260, 298-300, 378-380, 388-390 <b>TG U2:</b> 258-260, 318-320, 328-330 <b>TG U3:</b> 128-130, 138-140, 258-260, 328-330, 338-340 <b>TG U4:</b> 118-120, 128-130, 318-320, 328-330
5. Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.	Each lesson in <i>ReadyGEN</i> focuses on one of the writing types: opinion, narrative, or informative/explanatory writing.
6. Write various modes of simple poems.	Students explore poetry on the following pages: <b>TG U1:</b> 22, 222 <b>TG U2:</b> 22, 32, 212 <b>TG U3:</b> 12, 52, 232 <b>TG U4:</b> 113, 212, 322
7. Write narratives that:	
a. provide a context within which an action occurs.	<b>TG U1:</b> 18-20, 28-30, 48-50, 68-70, 78-80 <b>TG U2:</b> 38-40, 48-50, 138-140, 192-198
b. include details that develop the plot.	<b>TG U1:</b> 48-50, 68-70, 78-80, 98-100, 118-120, 168-170 <b>TG U2:</b> 18-20, 88-90, 108-110, 192-198
c. provide a clear beginning, middle, and end that includes details that develop around a central idea.	<b>TG U1:</b> 38-40, 68-70, 78-80, 138-140 <b>TG U2:</b> 38-40, 67-70, 78-80, 128-130, 138-140, 192-198
8. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.	<b>TG U1:</b> 58-60, 88-90, 98-100, 108-110, 118-120, 128-130, 168-170 <b>TG U2:</b> 59, 79, 119, 238 <b>TG U3:</b> 168-170, 368-370 <b>TG U4:</b> 168-170

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<b>*Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.</b>	
1. Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, and contractions in their writing.	
a. Singular, plural, and possessive forms of nouns	<b>TG U1:</b> 20, 21, 30, 31, 40, 41, 90, 91, 120, 121, 130, 131, 230, 231 <b>TG U2:</b> <b>TG U3:</b> 130, 131, 140, 141 <b>TG U4:</b> 30, 31, 40, 41, 50, 51, 150, 151, 160, 161
b. Common and proper nouns	<b>TG U1:</b> 121 <b>TG U2:</b> 40, 41 <b>TG U3:</b> 179 <b>TG U4:</b> 179
c. Subjective (Nominative), objective, and possessive pronouns	<b>TG U1:</b> 180, 181, 190, 191 <b>TG U3:</b> 40, 41, 50, 51, 60, 61 <b>TG U4:</b> 101, 111, 121, 131
d. Present, past, and future tense verbs	<b>TG U1:</b> 60, 61, 70, 71, 80, 81 <b>TG U2:</b> 141, 151, 310, 311, 320, 321, 360, 361 <b>TG U3:</b> 310, 311, 320, 321, 330, 331, 340, 341, 350, 351, 360, 361 <b>TG U4:</b> 250, 251, 260, 261, 270, 271
e. Regular, irregular, and helping (auxiliary) verbs	<b>TG U1:</b> 71, 150, 151, 160, 161, 170, 171, 281, 291, 301 <b>TG U2:</b> 140, 141, 150, 151, 281, 290, 291, 330, 331, 340, 341, 350, 351, 360, 361 <b>TG U3:</b> 300, 301, 310, 311, 330, 331, 340, 341 <b>TG U4:</b> 251, 271
f. Past participle of verbs	<b>TG U1:</b> 151, 171
g. Subject-verb agreement	<b>TG U1:</b> 240, 241, 250, 251, 270, 271, 280, 281, 290, 291, 300, 301 <b>TG U2:</b> 130, 131, 140, 141, 150, 151, 300, 301 <b>TG U3:</b> 178, 370, 371 <b>TG U4:</b> 220, 221, 230, 231, 240, 241, 250, 251, 260, 261, 270, 271
h. Positive, comparative, and superlative adjectives	<b>TG U1:</b> 330, 331, 341 <b>TG U3:</b> 100, 101, 110, 111, 120, 121

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i. Time, place, and manner adverbs	<b>TG U2:</b> 61 <b>TG U3:</b> 220, 221, 230, 231, 240, 241, 250, 251, 260, 261, 270, 271 <b>TG U4:</b> 350, 351, 360, 361, 370, 371, 380, 381, 390, 391
j. Coordinating conjunctions	<b>TG U1:</b> 350, 351, 360, 361, 370, 371, 380, 381, 390, 391 <b>TG U2:</b> 171, 181, 191, 250, 251 <b>TG U3:</b> 381 <b>TG U4:</b> 311, 331
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.	
a. Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	<b>TG U1:</b> 178, 179, 190, 358, 359, 360, 370 <b>TG U2:</b> 20, 21, 30, 31, 40, 41 <b>TG U3:</b> 178, 179, 190, 191 <b>TG U4:</b> 179, 340, 341
b. Correctly indent at the beginning of each paragraph.	For related content, please see: <b>TG U3:</b> 350 <b>TG U4:</b> 150
c. Observe left and right hand margins.	<b>TG U4:</b> 389
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.	
a. Periods in abbreviations and sentence endings (terminal punctuation)	<b>TG U2:</b> 21
b. Question and exclamation marks	<b>TG U2:</b> 21, 110, 111, 120, 121
c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter	<b>TG U1:</b> 110, 111 <b>TG U2:</b> 90, 91 <b>TG U4:</b> 170, 171, 181, 190, 191
d. Apostrophes in contractions and possessives	<b>TG U3:</b> 131, 141 <b>TG U4:</b> 151, 161
e. Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)	Students can apply this skill as they edit for punctuation. For example, see: <b>TG U1:</b> 178, 179 <b>TG U2:</b> 178, 179
f. Quotation marks around direct quotations, the titles of individual poems, and short stories	<b>TG U4:</b> 128, 129

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4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.	
a. Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.	For related content, please see: <b>TG U1:</b> 260, 261 <b>TG U2:</b> 21, 111 <b>TG U3:</b> 370, 371 <b>TG U4:</b> 300, 301, 330, 331
b. Begin to use simple, compound, and complex sentences appropriately in writing.	<b>TG U1:</b> 80, 81, 90, 91, 260, 261, 300, 301, 390, 391 <b>TG U2:</b> 160, 161, 170, 171, 180, 181, 190, 191, 251, 261 <b>TG U3:</b> 370, 371, 380, 381, 390, 391 <b>TG U4:</b> 300, 301, 310, 311, 320, 321, 330, 331
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.	
a. Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from –y to –ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).	<b>TG U1:</b> 41, 71, 131, 151, 161, 171, 281 <b>TG U2:</b> 241, 291, 341, 370, 371, 380, 381 <b>TG U3:</b> 150, 151, 160, 161 <b>TG U4:</b> 230, 231
b. Spell phonetically regular multisyllabic words, contractions, and compounds.	For related content, please see: <b>TG U1:</b> FS2, FS8, FS22, FS23, FS25 <b>TG U2:</b> FS2, FS4, FS11, FS13, FS14, FS20 <b>TG U4:</b> FS7, FS17, FS19, FS20
c. Increase the number of high frequency words spelled correctly.	<b>TG U3:</b> 170, 171
d. Spell words ending in –tion and –sion correctly.	For related content, please see: <b>TG U4:</b> FS17, FS18, FS19
e. Use various sources of materials to check and correct spelling.	<b>TG U2:</b> 390, 391 <b>TG U3:</b> 179, 180, 181 <b>TG U4:</b> 179



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6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.	
a. use handwriting/penmanship to copy and/or compose text using correct formation of letters.	<b>TG U2:</b> 189 <b>TG U3:</b> 189, 190 <b>TG U4:</b> 389
b. use correct spacing of letters and words in manuscript and cursive writing.	<b>TG U3:</b> TR58, TR59, TR60
<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>	
<b>*Standard 1: Listening: The student will listen for information and for pleasure.</b>	
1. Listen critically for information and incorporate the information into other activities.	For related content, please see: <b>TG U1:</b> 90, 120, 160, 190, 230, 240, 280, 300, 350, 390 <b>TG U2:</b> 30, 80, 90, 100, 140, 150, 160, 180, 198, 220, 240, 270, 310, 320, 370 <b>TG U3:</b> 30, 50, 80, 90, 110, 170, 180, 198, 220, 250, 270, 320, 394, 398 <b>TG U4:</b> 20, 40, 90, 100, 140, 160, 190, 240, 260, 280, 300, 350, 380, 390
2. Listen actively for pleasure and respond appropriately.	For related content, please see: <b>TG U1:</b> 12, 22, 42, 62, 82, 112, 122, 132, 152, 172, 262, 272, 282, 292, 382 <b>TG U2:</b> 32, 52, 62, 72, 82, 92, 102, 112, 142, 152, 172, 332, 342, 352, 362 <b>TG U3:</b> 22, 42, 52, 72, 82, 92, 102, 112, 122, 132, 142, 162, 172, 182 <b>TG U4:</b> 12, 22, 32, 42, 102, 112, 122, 132, 142, 152, 162, 172

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<b>*Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.</b>	
1. Speak articulately and audibly using appropriate grammar, enunciation, and volume.	<b>TG U1:</b> 198 <b>TG U2:</b> 198, 398 <b>TG U3:</b> 194, 198, 399 <b>TG U4:</b> 198, 398
2. Make brief narrative (story) presentations that:	
a. provide a context for an event that is the subject of the presentation.	<b>TG U1:</b> 50, 70, 80, 140, 198 <b>TG U2:</b> 50, 70
b. provide insight into why the selected event should be of interest to the audience.	For related content, please see: <b>TG U1:</b> 50, 70, 80, 90 <b>TG U2:</b> 50, 70, 80, 140, 170, 198
c. include well-chosen details to develop characters, setting, and plot.	<b>TG U1:</b> 50, 60, 70, 80, 100, 120, 130 <b>TG U2:</b> 20, 60, 90, 110, 120
3. Plan and present dramatic interpretations of experiences, stories, poems, or plays.	<b>TG U1:</b> 198 <b>TG U2:</b> 90, 189, 190, 198
4. Organize ideas chronologically (in the order they happened) or around major points of information.	<b>TG U1:</b> 40, 80, 90, 270, 280 <b>TG U2:</b> 70, 80 <b>TG U3:</b> 90, 100, 290, 350 <b>TG U4:</b> 80, 198, 280, 398
5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.	<b>TG U1:</b> 90 <b>TG U2:</b> 100, 120 <b>TG U3:</b> 240, 380 <b>TG U4:</b> 50, 220, 260
6. Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.	<b>TG U1:</b> 40, 80, 90, 140, 310 <b>TG U2:</b> 80, 140 <b>TG U3:</b> 90, 170, 240, 320 <b>TG U4:</b> 100, 110, 280, 300, 310, 398

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<b>*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.</b>	
1. Show respect and consideration for others in verbal and physical communication.	<b>TG U2:</b> 164 <b>TG U3:</b> 198 <b>TG U4:</b> 234
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	<b>TG U1:</b> 55, 105, 125, 155, 175, 218-220, 225, 258-260, 275, 288-290, 378-380, 398 <b>TG U2:</b> 35, 85, 105, 155, 185, 198, 235, 265, 285, 295, 315, 335, 365, 375, 398 <b>TG U3:</b> 25, 45, 115, 145, 185, 198, 225, 288-290, 295, 328-330, 338-340, 394, 398 <b>TG U4:</b> 15, 45, 65, 105, 125, 137, 155, 219, 225, 235, 265, 305, 385
<b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>	
<b>*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.</b>	
1. Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.	<b>TG U3:</b> 19, 319 <b>TG U4:</b> 19, 20, 45, 135, 157
2. Interpret and describe important events and ideas gathered from maps, charts and graphics.	<b>TG U1:</b> 232, 238, 323, 324 <b>TG U2:</b> 13, 266, 283, 296, 297 <b>TG U3:</b> 322, 333, 363, 364, 365, 366, 367 <b>TG U4:</b> 139, 217, 223
<b>*Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as they compare with print messages.</b>	
1. Make connections between illustrations and print.	<b>TG U1:</b> 222, 223, 224, 225, 226, 227, 232, 233, 234, 235, 298, 299, 322, 324, 327 <b>TG U2:</b> 142, 143, 144, 145, 146, 147, 153, 282, 283, 284, 286, 287, 363, 372, 377 <b>TG U3:</b> 242, 244, 245, 246, 247, 286, 292, 296 <b>TG U4:</b> 53, 273, 293, 323, 337, 342, 343
2. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	<b>TG U1:</b> 238, 239, 250, 260, 290, 320, 323, 353, 367, 394 <b>TG U2:</b> 238, 266, 268, 283, 293, 296 <b>TG U3:</b> 243, 363, 365, 366, 367, 394 <b>TG U4:</b> 223, 394

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<p>3. Listen to, view, or read stories which tell of characters in American and other cultures.</p>	<p><b>TG U1:</b> 292, 293, 294, 296, 297  <b>TG U2:</b> 72, 74, 75, 76, 77, 107, 112, 132, 142, 173, 182, 353  <b>TG U3:</b> 82, 83, 84, 85, 86, 87, 102, 104, 106, 162, 163, 164, 165, 166, 167  <b>TG U4:</b> 22, 24, 26, 27, 122, 153, 182, 183, 187</p>
<p><b>*Standard 3: Compose Visual Messages</b>  <b>- The student will create a visual message that effectively communicates an idea.</b>            Example: Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).</p>	<p><b>TG U1:</b> 259, 320, 398  <b>TG U2:</b> 150, 198, 390  <b>TG U3:</b> 237, 278-280, 398  <b>TG U4:</b> 37, 189, 190, 388-390</p>