

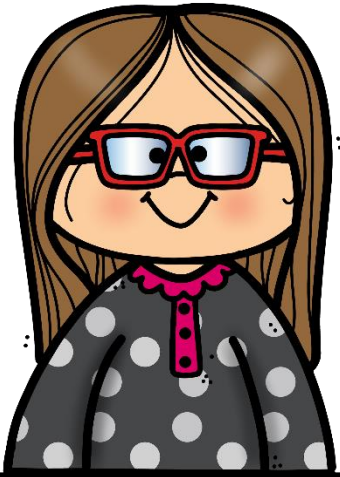
# STANDARDS

## Oklahoma Standards Checklist



# Oklahoma Academic Standards for ELA

## 3rd Grade



### Standard I: Speaking & Listening

### Listening

Standard	Date	Date	Notes
3.I.L.1 Students will actively listen using agreed-upon discussion rules.			
3.I.L.2 Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.			

### Standard I: Speaking & Listening

### Speaking

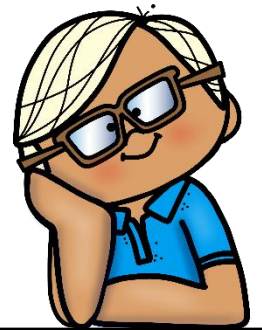
Standard	Date	Date	Notes
3.I.S.1 Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.			
3.I.S.2 Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.			

# Standard 1: Speaking & Listening

# Speaking

Standard	Date	Date	Notes
3.I.S.3 Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts, descriptive details, speaking audibly and clearly in coherent sentences.			

# Standard 2: Reading Foundations Phonological Awareness



Standard	Date	Date	Notes
3.2.PA Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of listen to say glisten; delete the /b/ in bridges to say ridges; substitute the /f/ in frighten with /b/ to say brighten; reverse the initial and final sounds in safe to say face).			

# Standard 2: Reading Foundations Print Concepts

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



## Standard 2: Reading Foundations Phonics and Word Study

Standard	Date	Date	Notes
3.2.PWS.1 Students will decode multisyllabic words using their knowledge of the following phonics skills: <ul style="list-style-type: none"><li>• vowel diphthongs</li><li>• all major syllable types (i.e., closed, consonant +le, open, vowel digraphs, vowel silent e, r-controlled)</li></ul>			
3.2.PWS.2 Students will decode words by applying knowledge of structural analysis: <ul style="list-style-type: none"><li>• contractions</li><li>• abbreviations</li><li>• common roots and related prefixes and suffixes</li><li>• morphology</li></ul>			
3.2.PWS.3 Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.			

## Standard 2: Reading Foundations      Spelling/Encoding

Standard	Date	Date	Notes
3.2.SE.1 Students will use correct spelling when writing the following sounds in words: <ul style="list-style-type: none"><li>• diphthongs</li><li>• schwa (i.e., /ə/)</li><li>• silent letter combinations (e.g., knew, could, ghost)</li><li>• hard/soft c, g (e.g., cover, celebrate, gorilla, general)</li></ul>			

# Standard 2: Reading Foundations

# Spelling/Encoding

Standard	Date	Date	Notes
<p>3.2.SE.2 Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:</p> <ul style="list-style-type: none"> <li>• vowel digraphs</li> <li>• consonant + -le</li> </ul>			
<p>3.2.SE.3 Students will use structural analysis to correctly spell the following parts of words:</p> <ul style="list-style-type: none"> <li>• common prefixes</li> <li>• common suffixes</li> <li>• common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant)</li> </ul>			

# Standard 2: Reading Foundations



# Fluency

Standard	Date	Date	Notes
<p>3.2.F.1 Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.</p>			
<p>3.2.F.2 Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.</p>			



# Standard 2: Reading and Writing Processes

## Reading

Standard	Date	Date	Notes
3.2.R.1 Students will determine the main idea and supporting details of a text.			
3.2.R.2 Students will identify elements of various genres in fiction, poetry, and nonfiction texts.			
3.2.R.3 Students will summarize and sequence the important events of a story.			
3.2.R.4 Students will summarize facts and details from an informational text.			



# Standard 2: Reading and Writing Processes

## Writing

Standard	Date	Date	Notes
3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.			
3.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).			
3.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.			
3.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).			



# Standard 3: Critical Reading and Writing

## Reading

Standard	Date	Date	Notes
3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.			
3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.			
3.3.R.3 Students will find examples of literary elements: <ul style="list-style-type: none"><li>● setting</li><li>● plot</li><li>● characters</li><li>● characterization</li></ul>			
3.3.R.4 Students will find examples of literary devices: <ul style="list-style-type: none"><li>● personification</li><li>● hyperbole</li><li>● simile</li><li>● alliteration</li><li>● onomatopoeia</li></ul>			
3.3.R.5 Students will answer inferential questions, using a text to support answers.			
3.3.R.6 Students will distinguish fact from opinion in an informational text.			
3.3.R.7 Students will describe the structure of an informational text: <ul style="list-style-type: none"><li>● problem/solution</li><li>● description</li><li>● sequential</li></ul>			

# Standard 3: Critical Reading and Writing



## Writing

Standard	Date	Date	Notes
3.3.W.1 Students will write narratives incorporating: <ul style="list-style-type: none"><li>● setting</li><li>● plot</li><li>● characters</li><li>● characterization</li></ul>			
3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.			
3.3.W.3 Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.			

# Standard 4: Vocabulary

## Reading

Standard	Date	Date	Notes
3.4.R.1 Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.			
3.4.R.2 Students will use context clues to clarify the meaning of words.			





# Standard 4: Vocabulary

## Reading

Standard	Date	Date	Notes
3.4.R.3 Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.			
3.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.			
3.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.			

# Standard 4: Vocabulary

## Writing

Standard	Date	Date	Notes
3.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.			
3.4.W.2 Students will use precise vocabulary in writing for the intended mode and effect on the audience.			

# Standard 5: Language

# Reading

Standard	Date	Date	Notes
3.5.R.1 Students will recognize simple and compound sentences.			
3.5.R.2 Students will recognize parts of speech in sentences: <ul style="list-style-type: none"> <li>• concrete, abstract, and possessive nouns</li> <li>• different types of verbs (i.e., action, linking, helping) and their roles in a sentence</li> <li>• the complete subject and complete predicate of a sentence</li> <li>• possessive adjectives</li> <li>• prepositional phrases</li> <li>• possessive pronouns and the nouns they replace</li> <li>• coordinating conjunctions (i.e., for, and, nor, but, or, yet, so)</li> <li>• adverbs of frequency (e.g., always, often, never)</li> </ul>			

# Standard 5: Language

# Writing



Standard	Date	Date	Notes
3.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.			
3.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.			
3.5.W.3 Students will capitalize and punctuate titles of respect, words in titles, and geographical names.			

# Standard 5: Language

# Writing

Standard	Date	Date	Notes
3.5.W.4 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.			
3.5.W.5 Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.			
3.5.W.6 Students will use commas before a coordinating conjunction and to separate individual words in a series.			
3.5.W.7 Students will use a colon to indicate time.			
3.5.W.8 Students will use quotation marks to indicate dialogue			

# Standard 6: Research



# Reading

Standard	Date	Date	Notes
3.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge.			
3.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.			
3.6.R.3 Students will begin to determine the relevance of the information gathered.			

# Standard 6: Research

# Writing

Standard	Date	Date	Notes
3.6.W.1 Students will choose a topic of interest and generate several questions about it for research.			
3.6.W.2 Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).			
3.6.W.3 Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.			



# Standard 7: Multimodal Literacies

# Reading & Writing

Standard	Date	Date	Notes
3.7.R Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.			
3.7.W Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content: <ul style="list-style-type: none"> <li>• writing/alphabetic</li> <li>• sound, visual, and/or spatial</li> <li>• movement</li> </ul>			

# Standard 8: Independent Reading & Writing

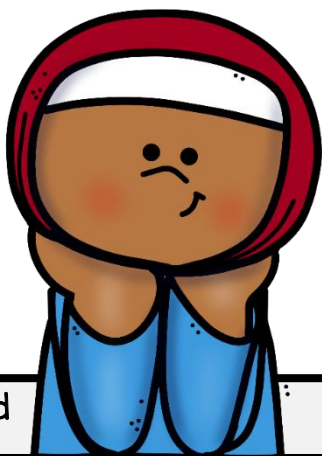
## Reading & Writing



Standard	Date	Date	Notes
3.8.R Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.			
3.8.W Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.			

# Oklahoma Academic Standards for Math

## 3<sup>rd</sup> Grade



### Standards: Number and Operations

Standard	Date	Date	Notes
3.N.1 Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.			
3.N.1.1 Read, write, discuss, and represent whole numbers up to 100,000. Representations should include but are not limited to numerals, words, pictures, number lines, and manipulatives (e.g., 350 = 3 hundreds, 5 tens = 35 tens = 3 hundreds, 4 tens, 10 ones).			
3.N.1.2 Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including written, standard, and expanded forms.			
3.N.1.3 Applying knowledge of place values, use mental strategies (no written computations) to find 100 more or 100 less than a given number, 1,000 more or 1,000 less than a given number, and 10,000 more or 10,000 less than a given number, up to a five-digit number.			
3.N.1.4 Use place value to compare and order whole numbers, up to 100,000, using comparative language, numbers, and symbols.			
3.N.1.5 Use place value understanding to round numbers to the nearest thousand, ten-thousand and hundred thousand.			



# Standards: Number and Operations 2

Standard	Date	Date	Notes
3.N.2 Solve real-world and mathematical problems using addition, subtraction, multiplication, and division.			
3.N.2.1 Represent multiplication facts by modeling a variety of approaches (e.g., manipulatives, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting).			
3.N.2.2 Demonstrate fluency with multiplication facts using factors up to 10.			
3.N.2.3 Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers (answer not to exceed 100,000).			
3.N.2.4 Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.			
3.N.2.5 Use addition and subtraction to solve problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction and the context of the problem to assess the reasonableness of results.			
3.N.2.6 Represent division facts and divisibility by modeling a variety of approaches (e.g., repeated subtraction, equal sharing, forming equal groups) to show the relationship between multiplication and division.			
3.N.2.7 Apply the relationship between multiplication and division to represent and solve problems.			
3.N.2.8 Use various strategies (e.g., base ten blocks, area models, arrays, repeated addition, algorithms) based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.			

# Standards: Number and Operations 3

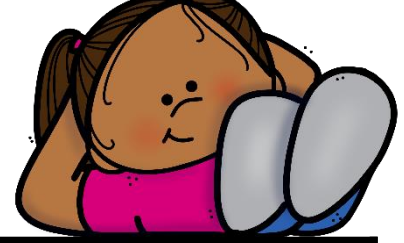
Standard	Date	Date	Notes
3.N.3 Use and justify fractional representations in real-world and mathematical problems.			
3.N.3.1 Read and write fractions with words and symbols using appropriate terminology (i.e., numerator and denominator).			
3.N.3.2 Model fractions using length, set, and area for halves, thirds, fourths, sixths, and eighths.			
3.N.3.3 Apply understanding of unit fractions and use this understanding to compose and decompose fractions related to the same whole.			
3.N.3.4 Use models and number lines to order and compare fractions that are related to the same whole.			

# Standards: Number and Operations 4



Standard	Date	Date	Notes
3.N.4 Determine the value of a set of coins and determine the value of a set of bills in monetary transactions.			
3.N.4.1 Use addition and subtraction to determine the value of a collection of coins up to one dollar using the cent symbol and in monetary transactions.			
3.N.4.2 Add and subtract a collection of bills up to twenty dollars using whole dollars in monetary transactions.			

# Standards: Algebraic Reasoning & Algebra



Standard	Date	Date	Notes
3.A.1 Describe and create representations of numerical and geometric patterns.			
3.A.1.1 Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.			
3.A.1.2 Describe the rule (limited to a single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.			
3.A.1.3 Explore and develop visual representations of increasing and decreasing geometric patterns and construct the next steps.			
3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.			
3.A.2.1 Use number sense with the properties of addition, subtraction, and multiplication, to find unknowns (represented by symbols) in one-step equations. Generate real-world situations to represent number sentences.			
3.A.2.2 Identify, represent, and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.			



## Standards: Geometry & Measurement 1

Standard	Date	Date	Notes
3.GM.1 Analyze and use geometric attributes to describe and create polygons and three-dimensional figures in various contexts.			
3.GM.1.1 Sort three-dimensional shapes based on attributes.			
3.GM.1.2 Build a three-dimensional figure using unit cubes when shown a picture of a three-dimensional shape.			
3.GM.1.3 Classify angles within a polygon as acute, right, obtuse, and straight.			

## Standards: Geometry & Measurement 2

Standard	Date	Date	Notes
3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.			
3.GM.2.1 Find the perimeter of a polygon, given whole number lengths of the sides, using a variety of models.			
3.GM.2.2 Analyze why length and width are multiplied to find the area of a rectangle by decomposing the rectangle into one unit by one unit squares and viewing these as rows and columns to determine the area.			

# Standards: Geometry & Measurement 2



Standard	Date	Date	Notes
3.GM.2.3 Count cubes systematically to identify the number of cubes needed to pack the whole or half of a three-dimensional structure.			
3.GM.2.4 Find the area of two-dimensional figures by counting the total number of same-size unit squares that fill the shape without gaps or overlaps.			
3.GM.2.5 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or whole meter.			
3.GM.2.6 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.			
3.GM.2.7 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.			

# Standards: Geometry & Measurement 3

Standard	Date	Date	Notes
3.GM.3 Solve problems by telling time to the nearest five-minute interval.			
3.GM.3.1 Read and write time to the nearest five-minute interval (analog and digital).			
3.GM.3.2 Determine the solutions to problems involving addition and subtraction of time in intervals of five minutes, up to one hour, using pictorial models, number line diagrams, or other tools.			



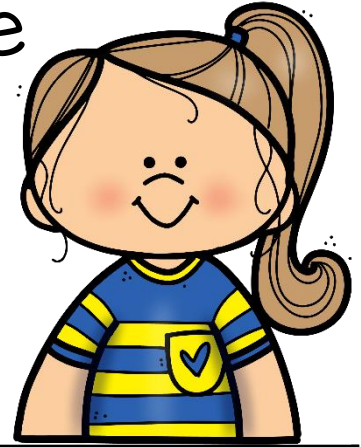
# Standards: Data & Probability

Standard	Date	Date	Notes
3.D.I Collect, organize, and analyze data.			
3.D.II Collect and organize a data set with multiple categories using a frequency table, line plot, pictograph, or bar graph with scaled intervals.			
3.D.I.2 Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.			



# Oklahoma Academic Standards for Science

## 3<sup>RD</sup> Grade



### Standards: Motion and Stability: Forces and Interactions

Standard	Date	Date	Notes
3-PS2-1 Plan and conduct investigations on the effects of balanced and unbalanced forces on the motion of an object.			
3-PS2-2 Make observations and/or measurements of the object's motion to provide evidence that a pattern can be used to predict future motion.			
3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.			
3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets.			

### Standards: From Molecules to Organisms

Standard	Date	Date	Notes
3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.			

# Standards: Ecosystems: Interactions, Energy, and Dynamics

Standard	Date	Date	Notes
3-LS2-1 Construct an argument that some animals form groups that help members survive.			

# Standards: Heredity: Inheritance and Variation of Traits



Standard	Date	Date	Notes
3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.			
3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.			

# Standards: Biological Unity and Diversity

Standard	Date	Date	Notes
3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.			
3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and reproducing.			

# Standards: Biological Unity and Diversity

Standard	Date	Date	Notes
3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.			
3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.			



# Standards: Earth's Systems

Standard	Date	Date	Notes
3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.			
3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.			

# Standards: Earth & Human Activity

Standard	Date	Date	Notes
3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.			

# Oklahoma Academic Standards for Social Studies 3<sup>rd</sup> Grade



## Standard I: Citizenship

The student will analyze the traits of good citizens.

Standard	Date	Date	Notes
3.SS.I.1 Examine and determine the main purposes of Oklahoma's state government and identify elected leaders of the state of Oklahoma and the three branches of government.			
3.SS.I.2 Explain that tribal governments in Oklahoma have a right to self-government known as sovereignty.			
3.SS.I.3 Describe the historical significance of the symbols of Oklahoma including the Oklahoma State Seal and the Oklahoma Flag; explain how the name of Oklahoma is derived from the Choctaw language.			
3.SS.I.4 Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.			
3.SS.I.5 Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.			

# Oklahoma Academic Standards for Social Studies

3<sup>rd</sup> Grade

## Standard 2: Geography

The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.



Standard	Date	Date	Notes
<p>3.SS.2.1 Examine Oklahoma's political and physical features.</p> <p>A. Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps.</p> <p>B. Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.</p> <p>C. Identify Oklahoma's major landforms and bodies of water on a physical map.</p> <p>D. Identify Oklahoma's major metropolitan centers and cities on a political map.</p> <p>E. Describe the climate and various natural vegetation zones found in Oklahoma.</p> <p>F. Identify the six states bordering Oklahoma on a map.</p>			



# Oklahoma Academic Standards for Social Studies

3<sup>rd</sup> Grade

## Standard 2: Geography

Standard	Date	Date	Notes
<p>3.SS.2.2 Examine the interaction of the environment and the peoples of Oklahoma.</p> <p>A. Describe how early American Indians used Oklahoma's natural resources, such as bison hunting, fur trading, and farming.</p> <p>B. Describe how pioneers to Oklahoma adapted to and modified their environment, such as sod houses, windmills, and crops.</p> <p>C. Summarize how the weather and the environment have impacted the economy of Oklahoma in events such as the Dust Bowl, floods, and tornadoes.</p> <p>D. Summarize how Oklahomans affect and change their environments such as the construction of the McClellan-Kerr Arkansas River Navigation System, creation of recreational lakes by the building of dams, irrigation of croplands, and the establishment of wildlife refuges.</p>			
<p>3.SS.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.</p>			

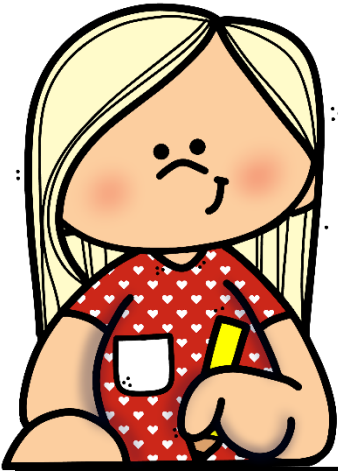


# Oklahoma Academic Standards for Social Studies

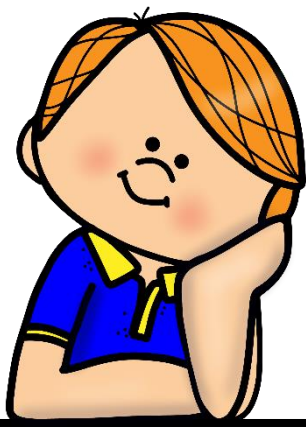
3<sup>rd</sup> Grade

## Standard 3: History

The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma



Standard	Date	Date	Notes
3.SS.3.1 Understand and describe the relationship between historic events and chronology through the creation of basic timelines.			
3.SS.3.2 Read and interpret primary sources related to key events in Oklahoma's past.			
3.SS.3.3 Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma, such as the Spiro Mound Builders.			
3.SS.3.4 Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.			
3.SS.3.5 Describe early expeditions into Oklahoma such as those of Coronado, Washington Irving, and George Catlin.			
3.SS.3.6 Describe the migrations, settlements, relocations and forced removals of American Indians.			



# Oklahoma Academic Standards for Social Studies

## 3<sup>rd</sup> Grade

### Standard 3: History

Standard	Date	Date	Notes
3.SS.3.7 Describe cowboy life and cattle drives as typified by experiences along such routes as the Chisholm Trail and the impact of Mexican ranching traditions on the cattle industry and cowboy culture.			
3.SS.3.8 Distinguish between the points of view of both American Indians and settlers regarding the opening of territories in Oklahoma for settlement.			
3.SS.3.9 Commemorate Statehood Day, November 16, as the joining of Indian and Oklahoma Territories.			
3.SS.3.10 Describe the contributions of Oklahoma's military personnel, including the Buffalo Soldiers, the code talkers, and the 45th Infantry.			
3.SS.3.11 Explain how Oklahomans come together to help one another during difficult times, such as recovering from the bombing of the Oklahoma City Murrah Building, exhibiting what has become the "Oklahoma Standard".			
3.SS.3.12 Examine notable historic and present-day Oklahomans utilizing biographies and information texts such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper, and Maria Tallchief.			

# Oklahoma Academic Standards for Social Studies 3<sup>rd</sup> Grade

## Standard 4: Economics

The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.



Standard	Date	Date	Notes
3.SS.4.1 Compare differences among human, natural, and capital resources used to produce goods and services.			
3.SS.4.2 Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.			
3.SS.4.3 Examine how the development of Oklahoma's major economic activities have contributed to the growth of the state, including, mining and energy industry, agriculture, aviation, tourism, tribal enterprises, and military installations.			



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