

**St. Johns County School District:  
Third Grade ELA Public Year-at-a-Glance 2018-2019**

Standard		Quarter 1	Quarter 2	Quarter 3	Quarter 4
<b>LITERATURE</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	X	X	X	X
	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		X		
	Describe characters in a story (e.g., traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	X			
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language*.	X	X*	X	X
	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		X		
	Distinguish their own point of view from that of the narrator or those of the characters.			X	
	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	X			
	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			X	
	By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X
<b>INFORMATIONAL TEXT</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	X	X	X	X
	Determine the main idea of a text; recount the key details and explain how they support the main idea.		X		
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		X	X	
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	X	X	X	X
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	X			
	Distinguish their own point of view from that of the author.			X	
	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how events occur).	X			
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		X	X	
	Compare and contrast the most important points and key details presented in two texts on the same topic.			X	
Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	X	X	X	X	

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<b>WRITING</b>	Write <b><i>opinion</i></b> pieces, supporting a point of view with reasons. (a) <u>Introduce the topic</u> or text, <u>state an opinion</u> , and <u>create an organizational structure</u> that lists reasons. (b) Provide <u>reasons</u> that support the opinion. (c) Use <u>linking words</u> and <u>phrases</u> (e.g., because, therefore, since, for example) to connect opinions and reasons. (d) Provide a <u>concluding statement</u> or section.			<b>X</b>	
	Write <b><i>informative/explanatory</i></b> texts to examine a topic and convey ideas and information clearly. (a) <u>Introduce a topic</u> and group related information together; include illustrations when useful to aiding comprehension. (b) <u>Develop the topic</u> with facts, definitions, and details. (c) Use <u>linking words</u> and <u>phrases</u> (e.g, also, another, and, more, but) to connect ideas within categories of information. (d) Provide a <u>concluding statement</u> or section.		<b>X</b>		<b>X</b>
	Write <b><i>narratives</i></b> to develop real or imagined experiences or events using effective technique, descriptive details, & clear sequences. (a) Establish a situation and introduce a <u>narrator</u> and/or <u>characters</u> ; organize an event sequence that unfolds naturally. (b) Use <u>dialogue</u> and <u>descriptions</u> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) <u>Use temporal words and phrases</u> to signal event order. (d) Provide a sense of <u>closure</u> .	<b>X</b>	<b>X</b>	<b>X</b>	
	Produce writing in which the <b>development and organization</b> are appropriate to task and purpose.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Develop and strengthen writing by <b>planning, revising, and editing</b> .	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Use technology to produce and <b>publish</b> writing (using keyboarding skills) as well as to interact and collaborate with others.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Conduct <b>short research projects</b> that build knowledge about a topic.		<b>X</b>		
	<b>Recall information</b> from experiences or <b>gather information</b> from print and digital sources; <b>take brief notes</b> on sources and <b>sort evidence</b> into provided categories.	<b>X</b>	<b>X</b>		
	<b>Write routinely</b> over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

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<b>SPEAKING AND LISTENING</b>	Engage effectively in a range of collaborative <b>discussions</b> (one-on-one, in groups, teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. (a) Come to discussions <b>prepared</b> , having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (b) Follow agreed-upon <b>rules</b> for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (c) <b>Ask questions</b> to <u>check understanding</u> of information presented, <i>stay on topic</i> , and <i>link their comments</i> to the remarks of others. (d) <b>Explain their own ideas and understanding</b> in light of the discussion.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	<b>Determine the main ideas and supporting details of a text</b> read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		<b>X</b>		
	<b>Ask and answer questions</b> about information from a <u>speaker</u> , offering appropriate elaboration and detail.				<b>X</b>
	<b>Report on a topic or text, tell a story, or recount an experience</b> with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	<b>X</b>	<b>X</b>	<b>X</b>	
	Demonstrate <b>fluid reading</b> at an understandable pace, <b>adding visual displays</b> and engaging <b>audio recordings</b> when appropriate to emphasize or enhance certain facts or details.				<b>X</b>
	<b>Speak in complete sentences</b> when appropriate to task and situation in order to provide requested detail or clarification.	<b>X</b>			

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<b>LANGUAGE</b>	grammar and usage when writing or speaking	Demonstrate beginning <b>cursive writing</b> skills.				<b>X</b>
	Explain the function of <b>nouns, pronouns, verbs, adjectives</b> and <b>adverbs</b> in general and their functions in particular sentences.	<b>X</b> <small>(nouns, pronouns, verbs)</small>	<b>X</b> <small>(adjectives, adverbs)</small>			
	Form and use regular and irregular <b>plural nouns</b> .		<b>X</b>			
	Use <b>abstract nouns</b> (e.g., childhood, friendship, courage).			<b>X</b>		
	Form and use <b>regular</b> and <b>irregular verbs</b> .		<b>X</b>			
	Form and use the <b>simple</b> (e.g., I walked; I walk; I will walk) <b>verb tenses</b> .	<b>X</b>				
	Ensure <b>subject-verb</b> and <b>pronoun-antecedent</b> agreement.	<b>X</b>				
	Form and use <b>comparative</b> and <b>superlative adjectives</b> and <b>adverbs</b> , and choose between them depending on what is to be modified.					<b>X</b>
	Use <b>coordinating</b> and <b>subordinating conjunctions</b> .		<b>X</b> <small>(coordinating)</small>	<b>X</b> <small>(subordinating)</small>		
	Produce <b>simple, compound,</b> and <b>complex</b> sentences.	<b>X</b> <small>(simple)</small>	<b>X</b> <small>(compound)</small>	<b>X</b> <small>(complex)</small>		
<b>capitalization, punctuation, &amp; spelling</b>	<b>Capitalize</b> appropriate words in titles.	<b>X</b>				
	Use <b>commas</b> in addresses.				<b>X</b>	
	Use <b>commas</b> and <b>quotation marks</b> in dialogue.				<b>X</b>	
	Form and use <b>possessives</b> .			<b>X</b>		
	Use <b>conventional spelling</b> for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		<b>X</b>			
	Use <b>spelling patterns and generalizations</b> (e.g., <i>word families position-based spellings, syllable patterns, ending rules, meaningful word parts</i> ) in writing words.	<b>X</b>				
	Consult <b>reference materials</b> , including beginning dictionaries, as needed to check and correct <b>spellings</b> .		<b>X</b>			
<b>Knowledge of language</b>	Choose <b>words and phrases</b> for effect.	<b>X</b>				
	Recognize and observe <b>differences</b> between the conventions of <b>spoken and written</b> standard English.				<b>X</b>	

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unknown and multiple-meaning words & phrases	Use <b>sentence-level context as a clue</b> to the meaning of a word or phrase.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Determine the meaning of the new word formed when a known <b>affix</b> is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable/ care/careless, heat/preheat</i> ).		<b>X</b>	<b>X</b>	
	Use a known <b>root word</b> as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).		<b>X</b>	<b>X</b>	
	Use <b>glossaries</b> or <b>beginning dictionaries</b> , both print and digital, to determine or <u>clarify the precise meaning of key words and phrases</u> .	<b>X</b>			
explore word relationships and nuances in word meanings	Distinguish the <b>literal</b> and <b>nonliteral meanings</b> of words and phrases in context (e.g., <i>take steps</i> ).		<b>X</b>		
	Distinguish <b>shades of meaning</b> among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).		<b>X</b>		
	Identify real-life connections between <b>words and their use</b> (e.g., <i>describe people who are friendly or helpful</i> ).			<b>X</b>	
READING FOUNDATIONS phonics and word analysis skills	Identify and know the meaning of the most common <b>prefixes</b> and derivational <b>suffixes</b> .	<b>X</b>	<b>X</b>		
	Decode words with common Latin <b>suffixes</b> .		<b>X</b>	<b>X</b>	
	Decode <b>multi-syllable words</b> .			<b>X</b>	<b>X</b>
	Read grade-appropriate <b>irregularly spelled words</b> .				<b>X</b>
accuracy, fluency, comprehension	Read on-level text with purpose and understanding.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

### Websites to Support Your Child with Reading

- ✓ [Storyline Online](#): Storyline Online provides numerous videos of stories read aloud by actors.
- ✓ [Epic](#): Epic is a digital library with access to over 25,000 books for a monthly fee.
- ✓ [Sunshine State Young Reader Award Books](#): This link provides information on the 15 SSYRA books for 2018-2019.
- ✓ [Find a Book](#): Find a Book will help you build a reading list that is 'just right' for each reader.
- ✓ [FSA Portal](#): The portal has FSA test specifications and sample test items.
- ✓ [Reading Rockets](#): Reading Rockets provides a variety of resources parents can use with growing readers.
- ✓ [PBS Parent Resources](#): The PBS education resource provides a list of recommended books for different audiences, reading tips for parents, and suggestions for reading activities on the go.

### Websites to Support Your Child with Reading Foundations

- ✓ [ABCYa](#): ABCYa is an online resource students can use to review third grade skills.
- ✓ [Jump Start](#): Jump Start is an online resource with a variety of free, printable 3<sup>rd</sup> grade resources.
- ✓ [Expanding a Child's Vocabulary](#): Tips for talking with young learners about new words and using new words in everyday conversation.
- ✓ [Writing Letters and Words](#): Tips for helping young learners write letters and words.

### Websites to Support Your Child with Language Skills

- ✓ Grammar Information
  - [Subject-verb](#) and [pronoun-antecedent](#) agreement
  - [Coordinating](#) and [subordinating](#) conjunctions
  - [Simple, compound](#), and [complex](#) sentences
  - [Comparative](#) and [superlative](#) adjectives and [adverbs](#)
  - Use a known [root word](#) as a clue to the meaning of an unknown word

**Note:** All standards are designed to be learned by the end of the course. This guide represents a recommended timeline and sequence to be used voluntarily by teachers for planning purposes. Specific questions regarding when content will actually be addressed in a specific course are best answered by the individual teacher.