St. Johns County School District:
Third Grade ELA Public Year-at-a-Glance 2019-2020

	Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
LITERATURE	**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
INFORMATIONAL TEXT	**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

	Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
WRITING	Write *opinion* pieces, supporting a point of view with reasons. (a) Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. (b) Provide reasons that support the opinion. (c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons. (d) Provide a concluding statement or section.			X	
	Write *informative/explanatory* texts to examine a topic and convey ideas and information clearly. (a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (b) Develop the topic with facts, definitions, and details. (c) Use linking words and phrases (e.g, also, another, and, more, but) to connect ideas within categories of information. (d) Provide a concluding statement or section.		X		X
	Write *narratives* to develop real or imagined experiences or events using effective technique, descriptive details, & clear sequences. (a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (c) Use temporal words and phrases to signal event order. (d) Provide a sense of closure.	X	X	X	X
	Produce writing in which the **development and organization** are appropriate to task and purpose.	X	X	X	X
	Develop and strengthen writing by **planning**, **revising**, and **editing**.	X	X	X	X
	Use technology to produce and **publish** writing (using keyboarding skills) as well as to interact and collaborate with others.	X	X	X	X
	Conduct **short research projects** that build knowledge about a topic.		X	X	X
	Recall information from experiences or **gather information** from print and digital sources; **take brief notes** on sources and **sort evidence** into provided categories.	X	X	X	X
	Write routinely 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.	X	X	X	X

	Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4
SPEAKING AND LISTENING	Engage effectively in a range of collaborative **discussions** (one-on-one, in groups, teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (a) Come to discussions **prepared**, 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 **rules** 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) **Ask questions** to <u>check understanding</u> of information presented, *stay on topic*, and *link their comments* to the remarks of others. (d) **Explain their own ideas and understanding** in light of the discussion.	X	X	X	X
	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		X		
	Ask and answer questions <u>about information from a speaker</u>, offering appropriate elaboration and detail.				X
	Report on a topic or text, **tell a story**, or **recount an experience** with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	X	X	X	
	Demonstrate **fluid reading** at an understandable pace, **adding visual displays** and engaging **audio recordings** when appropriate to emphasize or enhance certain facts or details.				X
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	X			

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

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		Standard	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
	unknown and multiple-meaning words & phrases	Use **sentence-level context as a clue** to the meaning of a word or phrase.	X	X	X	X
		Determine the meaning of the new word formed when a known **affix** is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable/ care/careless, heat/preheat*).		X	X	
		Use a known root word as a clue to the meaning of an unknown word with the same root *(e.g., company, companion)*.		X	X	
		Use **glossaries** or **beginning dictionaries**, both print and digital, to determine or clarify the precise meaning of key words and phrases.	X			
	explore word relationships and nuances in word meanings	Distinguish the **literal** and **nonliteral meanings** of words and phrases in context *(e.g., take steps)*.		X		
		Distinguish **shades of meaning** among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).		X		
		Identify real-life connections between **words and their use** (e.g., *describe people who are friendly or helpful*).			X	
READING FOUNDATIONS	**phonics and word analysis skills**	Identify and know the meaning of the most common **prefixes** and derivational **suffixes**.	X	X		
		Decode words with common Latin **suffixes**.		X	X	
		Decode **multi-syllable words**.			X	X
		Read grade-appropriate **irregularly spelled words**.				X
	accuracy, fluency, comprehension	Read on-level text with purpose and understanding.	X	X	X	X
		Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	X	X	X	X
		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	X	X	X	X

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 2019-2020.
- ✓ **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 3rd 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
  - o Subject-verb and pronoun-antecedent agreement
  - o Coordinating and subordinating conjunctions
  - o Simple, compound, and complex sentences
  - o Comparative and superlative adjectives and adverbs
  - o 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.