

**St. Johns County School District:
Third Grade ELA Public Year-at-a-Glance 2020-2021**

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 <i>grade 3 topic or subject area</i> .	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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WRITING	Write <i>opinion</i> 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.			X	
	Write <i>informative/explanatory</i> 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.		X		X
	Write <i>narratives</i> 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> .	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	

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	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 <i>grade 3 topics and texts</i> , 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, <i>stay on topic</i> , and <i>link their comments</i> 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 about information from a <u>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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Standard		Quarter 1	Quarter 2	Quarter 3	Quarter 4
LANGUAGE	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 <small>(nouns, pronouns, verbs)</small>	X <small>(adjectives, adverbs)</small>		
	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 <small>(coordinating)</small>	X <small>(subordinating)</small>	
Produce simple, compound, and complex sentences.	X <small>(simple)</small>	X <small>(compound)</small>	X <small>(complex)</small>		
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., <i>word families position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) 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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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., <i>agreeable/disagreeable, comfortable/uncomfortable/ care/careless, heat/preheat</i>).		X	X		
	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		X	X		
	Use glossaries or beginning dictionaries , both print and digital, to determine or <u>clarify the precise meaning of key words and phrases</u> .	X				
explore word relationships and nuances in word meanings	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).		X			
	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).		X			
	Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).			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 2020-2021.
- ✓ **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
 - **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.