St. Johns County School District
Third Grade ELA Year-at-a-Glance 2025-2026

			Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
Reading Prose and Poetry		R.1.1 Literary Elements	**UNIT ONE** week 1, *plot & setting* week 3, *character development* week 5, *focus on characters in the myth*	**UNIT THREE** week 1, *plot and setting* Writing Workshop *(character, setting plot)*		
		R.1.2 Theme	**UNIT ONE** week 2	**UNIT THREE** week 3		**UNIT FIVE** week 5
		R.1.3 Perspective & Point of View		**UNIT THREE** week 2	**UNIT FOUR** week 5 *adjust for characters' perspective*	**UNIT FIVE** week 4 *shift from point of view to perspective*
		R.1.4 Poetry				**UNIT THREE** week 5 **UNIT FIVE** Writing Workshop
Reading Informational Text		R.2.1 Structure	**UNIT ONE** week 4 *(text features)* **UNIT TWO** week 1 *(text features)* week 2 *(text structure: problem/solution & cause/effect)*	**UNIT TWO** week 5 *(text structure: cause/effect)*	**UNIT THREE** week 4 *(text structure: chronology)* **UNIT FOUR** week 1 *(text structure: chronology, cause/effect, problem/solution)* week 2 *(text features, bridge lesson)* week 4 *(chronology, bridge lesson)*	**UNIT FIVE** week 1 *(text features)* week 2 *(text features, text structure: cause/effect)*
		R.2.2 Central Idea	**UNIT TWO** week 1		**UNIT FOUR** week 2	
		R.2.3 Purpose & Perspective		**UNIT TWO** week 5	**UNIT FOUR** week 3	**UNIT FIVE** week 3
		R.2.4 Argument	**UNIT ONE** week 6 *(project-based inquiry)*	**UNIT TWO** week 4 *(persuasive text)*	**UNIT THREE** week 6 *(project-based inquiry)* **UNIT FOUR** week 4 *(viewpoint = claim)* Writing Workshop *(opinions, evidence, point of view, reasons)*	**UNIT FIVE** week 6 *(project-based inquiry)*

St. Johns County School District
Third Grade ELA Year-at-a-Glance 2025-2026

Reading Across Genres		Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
	R.3.1 Interpreting Figurative Language	**UNIT ONE** week 1 *(simile, personification)* *week 2 (personification)* week 3 *(imagery, personification)* *week 4 (metaphor)* *week 5 (simile)*	**UNIT THREE** week 3 *(hyperbole)*		
	R.3.2 Retelling		**UNIT TWO** week 3 *(literary text)*	**UNIT THREE** week 4 *(informational text)*	
	R.3.3 Comparative Reading		**UNIT TWO** week 4 *(same topic)* **UNIT THREE** week 3 *(same theme)*		

Communicating Through Writing		Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
	C.1.1 Handwriting				see curriculum map for cursive writing resource
	C.1.2 Narrative	**UNIT ONE** Writing Workshop *(personal narrative)*	**UNIT THREE** Writing Workshop *(historical fiction)*	**UNIT THREE** Writing Workshop *(historical fiction)*	
	C.1.3 Argumentative	**UNIT ONE** Week 6, Project *(letter to official)*		**UNIT THREE** Week 6, Project *(speech)* **UNIT FOUR** Writing Workshop *(opinion)*	**UNIT FIVE** Week 6, Project *(travel brochure)*
	C.1.4 Expository	**UNIT TWO** Writing Workshop *(how-to article)*	**UNIT TWO** Writing Workshop *(how-to article)* **UNIT TWO** Week 6, Project *(animal/plant research)*		
	C.1.5 Improving	**UNIT ONE & UNIT TWO** Writing Workshop	**UNIT TWO & UNIT THREE** Writing Workshop	**UNIT THREE & UNIT FOUR** Writing Workshop	**UNIT FIVE** Writing Workshop

St. Johns County School District
Third Grade ELA Year-at-a-Glance 2025-2026

	Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
C.2.1 Oral Presentation	**UNIT ONE & UNIT TWO** Writing Workshop	**UNIT TWO & UNIT THREE** Writing Workshop	**UNIT THREE & UNIT FOUR** Writing Workshop	**UNIT FIVE** Writing Workshop
C.3.1 Conventions *skills to be **mastered** at this grade level*	**UNIT ONE** o Form and use regular and frequently occurring irregular plural nouns. *(wk 2)* o Form and use compound sentences. *(wk 3)* o Use quotation marks with dialogue and direct quotations. *(wk 3)* o Use simple modifiers. *(wk 4)* o Maintain consistent verb tense across paragraphs. *(wk. 5)* **UNIT TWO** o Form and use regular and frequently occurring irregular plural nouns. *(wk. 1)* o Form and use irregular plural nouns. *(Unit Two, wk. 2)*	**UNIT TWO** o Use simple modifiers. *(wk. 4)* o Use prepositions and prepositional phrases. *(wk. 4)* o Form and use the progressive and perfect verb tenses. *(wk.s 4 & 5)* **UNIT THREE** o Conjugate regular and irregular verb tenses. *(wk. 3)* o Use quotation marks with dialogue and direct quotations. *(wk. 3)*	**UNIT THREE** o Form and use the past tense of frequently occurring irregular verbs. *(wk. 4)* o Conjugate regular and irregular verb tenses. *(wk. 4)* o Form and use regular and frequently occurring irregular plural nouns. *(wk. 5)* o Form and use irregular plural nouns. *(wk. 5)* o Use prepositions and prepositional phrases. *(wk. 5)* **UNIT FOUR** o Use prepositions and prepositional phrases. *(wk. 3)* o Use simple modifiers. *(wk. 5)*	**UNIT FIVE** o Use simple modifiers. *(wk. 2)* o Use commas to indicate direct address. *(wk. 5)*
C.3.1 Conventions *skills to be **introduced** at this grade level*	**UNIT ONE** o Use subject-verb agreement with intervening clauses and phrases. *(wk.s 1, 2, & 4)* o Use conjunctions. *(wk. 4)* **UNIT TWO** o Use subject-verb agreement with intervening clauses and phrases. *(wk. 2)*	**UNIT TWO** o Use conjunctions. *(wk. 4)* o Use subject-verb agreement with intervening clauses and phrases. *(wk. 5)* o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *(wk. 5)* **UNIT THREE** o Use subject-verb agreement with intervening clauses and phrases. *(wk.s 1 & 2)*	**UNIT THREE** o Use principal modals to indicate the mood of a verb. *(wk. 4)*	**UNIT FIVE** o Use appositives, main clauses, and subordinate clauses. *(wk. 3)* o Use subject-verb agreement with intervening clauses and phrases. *(wk. 4)* o Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. *(wk. 4)*
C.3.1 Conventions *skills to be **reviewed** as students encounter and create more complex texts OR skills intended for a **future** grade level*	**UNIT ONE** o Capitalize proper nouns. *wk. 1, 1st grade)* o Form plurals -y to -ies. *(wk. 2, 2nd grade)* o Appropriately use pronouns. *(wk. 4, 2nd grade)* o Use comparative and superlative forms of adjectives. *(wk. 4, 5th grade)*	**UNIT TWO:** o Use possessives. *(wk. 3,1st grade)* o Use plural possessives. *(wk. 4, 2nd grade)* Use apostrophes to form contractions. *(wk. 5, 2nd grade)*	**UNIT THREE** o Capitalize proper nouns. *(wk. 4, 1st grade)* o Appropriately use pronouns. *(wk. 4 and wk. 5, 2nd grade)* **UNIT FOUR** o Use apostrophes to form contractions. *(wk. 2, 2nd grade)* o Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. *(wk. 1, 4th grade)* o Use comparative and superlative forms of adjectives. *(wk. 4, 5th grade)*	**UNIT FIVE** o Use comparative and superlative forms of adjectives. *(wk. 1 and wk. 4, 5th grade)* o Use commas in a series. *(wk. 5, 2nd grade)*

C.4.1 Researching,	**UNIT ONE** week 6, project	**UNIT TWO** week 6, project	**UNIT THREE** week 6, project	**UNIT FIVE** week 6, project
C.5.1 Multimedia	**UNIT ONE & TWO** Writing Workshop	**UNIT TWO & THREE** Writing Workshop	**UNIT THREE & FOUR** Writing Workshop	**UNIT FIVE** Writing Workshop
C.5.2 Technology in Communication				

FINDING MEANING	Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
V.1.1 Academic Vocabulary	**ALL SAVVAS UNITS:** See *'Unit Academic Vocabulary'* and *'Weekly Develop Vocabulary'[each week, lesson 2]*			
V.1.2 Morphology	ACADEMIC VOCABULARY **UNIT ONE** week 1 (*-tion, -ize, -al*) **UNIT TWO** week 1 (*-tion, -able, -er*)	ACADEMIC VOCABULARY **UNIT THREE** week 1 (*-ment, -able*)	ACADEMIC VOCABULARY **UNIT FOUR** week 1 (*-al, -er, -ism, -ail, -ity*) WORD STUDY AND SPELLING **UNIT FOUR** week 3 (*-able, -ible, -ation*)	ACADEMIC VOCABULARY **UNIT FIVE** week 1 (*-ation*) WORD STUDY AND SPELLING **UNIT FIVE** week 3 (*suffix -en*)
V.1.3 Context and Connotation	ACADEMIC VOCABULARY **Context Clues** **UNIT ONE:** week 3 **Figurative Language** **UNIT ONE:** week 4 (*simile*) **Word Relationships** **UNIT ONE:** week 2 (*synonyms, antonyms*) **UNIT TWO:** week 2 (*synonyms, antonyms*)	ACADEMIC VOCABULARY **Context Clues** **UNIT TWO:** week 3 **UNIT THREE:** week 3 **Figurative Language** **UNIT TWO:** week 4 (*simile*) **Word Relationships** **UNIT THREE:** week 2 (*synonyms, antonyms*)	ACADEMIC VOCABULARY **Context Clues** **UNIT FOUR:** week 3 **Figurative Language** **UNIT THREE:** week 4 (*simile*) **Word Relationships** **UNIT FOUR:** weeks 4 & 5 (*analogies, homographs, & homophones*)	ACADEMIC VOCABULARY **Context Clues** **UNIT FIVE:** week 3 **Figurative Language** **UNIT FIVE:** week 4 (*simile*) **Word Relationships** **UNIT FIVE:** week 2 (*synonyms, antonyms*)

St. Johns County School District
Third Grade ELA Year-at-a-Glance 2025-2026

FOUNDATIONAL SKILLS		Quarter 1 (43 days) August 11th – October 10th	Quarter 2 (43 days) October 14th – December 19th	Quarter 3 (46 days) January 5th – March 12th	Quarter 4 (48 days) March 23rd – May 29th
Phonics & Word Analysis	**F.1.3.a** roots and affixes	**Word Study & Spelling UNIT ONE** week 2 (*-s, -es*) week 3 (*-ed, -ing, -er, -est*)	**Word Study & Spelling UNIT THREE** week 1 (*prefixes pre-, dis-, in-, im-, non-*)		**Word Study & Spelling UNIT FIVE** week 3 (*suffix -en*)
	F.1.3.b derivational suffixes	**UNIT ONE [Academic Vocabulary]** week 1 (*-tion, -ize, -al*) **UNIT TWO [Academic Vocabulary]** week 1 (*-tion, -able, -er*)	**UNIT THREE [Academic Vocabulary]** week 1 (*-ment, -able*) **Word Study & Spelling** week 3, (*-ful, -y, -ness*)	**UNIT FOUR [Academic Vocabulary]** week 1 (*-al, -er, -ism, -ail, -ity*) **Word Study & Spelling** week 3 (*-able, -ible, -ation*)	**UNIT FIVE [Academic Vocabulary]** week 1 (*-ation*)
	F.1.3.c multi-syllabic words	**Word Study & Spelling UNIT ONE** week 1 (*VC/CV pattern as in bas/ket*) week 4 (*vowel teams: ee, ea, ai, ay, ow, oa*) week 5 (*vowel diphthongs: ou, ow, oi, oy*) **UNIT TWO** week 1 (*VC/V or V/CV pattern as in to/tal or dig/it*) week 2 (*r-controlled vowels: alarm*)	**Word Study & Spelling UNIT TWO** week 3 (*compound words: popcorn*) week 4 (*VCE syllable as in expose*)	**Word Study & Spelling UNIT THREE** week 4 (*vowel teams: oo, ew, ue, ui, eu*) **UNIT FOUR** week 1 (*r-controlled vowels*) week 2 (*VCCCV syllable pattern as in conflict*)	**Word Study & Spelling UNIT FIVE** week 1 (*vowel patterns: au, aw, al, augh, ough*) week 2 (*vowel patterns: ei and eigh*) week 4 (*schwa sound as in above & afraid*) week 5 (*final stable syllables: -le, -ture, -ive, -ize*)
Fluency	**F.1.4.a** Fluency	**ALL UNITS** *see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas*	**ALL UNITS** *see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas*	**ALL UNITS** *see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas*	**ALL UNITS** *see Leveled Readers and 'Cold Reads for Fluency and Comprehension' in Savvas*

READING BENCHMARKS and CLARIFICATIONS

Reading Prose and Poetry	**R.1.1** Literary Elements	Explain how one or more **characters** develop throughout the **plot** in a literary text. *Clarification:* When explaining **character development**, students will include character **traits**, **feelings**, **motivations**, and **responses** to **situations**.	
	R.1.2 Theme	Explain a **theme** and how it **develops**, using **details**, in a literary text.	
	R.1.3 Perspective & Point of View	Explain different **characters' perspectives** in a literary text. *Clarification:* The term **perspective** means "a particular attitude toward or way of regarding something." The term **point of view** is used when referring to the person of the narrator. *[FYI: Point of view enters our benchmarks in fourth grade.]*	
	R.1.4 Poetry	Identify **types of poems**: free verse, rhymed verse, haiku, and limerick.	**Free Verse** - a poem with no rhyme or stanza pattern **Rhymed Verse** - a poem with a rhyme pattern **Haiku** a poem with three unrhymed lines with 5, 7, and 5 syllables respectively **Limerick** - a humorous poem which has 5 lines; the 1st, 2nd, and 5th lines rhyme and the 2nd and 3rd lines rhyme
Reading Informational Text	**R.2.1** Structure	Explain how **text features** contribute to the meaning and identify the **text structures** of **chronology**, **comparison**, and **cause/effect** in texts. **NOTE:** *See pages 172-173 in Appendix B of the ELA B.E.S.T. Standards booklet for a chart of text features and page 174 for a chart of text structures. The chart on page 174 of the ELA B.E.S.T. Standards booklet points out that chronology need not be confused with sequential*	
	R.2.2 Central Idea	Identify the **central idea** and explain how **relevant details** support that idea in a text. ***IN SAVVAS, SHIFT TERM FROM MAIN IDEA TO CENTRAL IDEA***	
	R.2.3 Purpose & Perspective	Explain the development of an **author's purpose** in an informational text.	
	R.2.4 Argument	Identify an **author's claim** and explain how an author uses **evidence** to **support the claim**.	
Reading Across Genres	**R.3.1** Interpreting Figurative Language	Identify and explain **metaphors, personification,** and **hyperbole** in text(s). *Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction. *Clarification 2:* See Elementary Figurative Language. *[page 175 in Appendix B of the ELA B.E.S.T. Standards booklet]*	
	R.3.2 Summarization	**Summarize** a text to enhance comprehension. **R.3.2.a:** Include **plot** and **theme** for a literary text. **R.3.2.b:** Use **central idea** and **relevant details** for an informational text. **Clarification:** Most grade-level texts are appropriate for this benchmark.	
	R.3.3 Comparative Reading	**Compare** and **contrast** how two authors present information on the **same topic** or **theme**.	

COMMUNICATION BENCHMARKS and CLARIFICATIONS			
Communicating Through Writing	**C.1.1** Handwriting	Write in cursive all upper- and lowercase letters.	
	C.1.2 Narrative	Write **personal** or **fictional narratives** using a <u>logical sequence of events</u>, appropriate <u>descriptions</u>, <u>dialogue,</u> a variety of <u>transitional words</u> and <u>phrases</u>, and an <u>ending</u>.	***Clarification:*** See **Writing Types**. *(see page 183 in Appendix C of the ELA B.E.S.T. Standards booklet)*
	C.1.3 Argumentative	Write **opinions** about a topic or text, include <u>reasons</u> supported by details from one or more <u>sources</u>, use <u>transitions</u>, and provide a <u>conclusion</u>.	
	C.1.4 Expository	Write **expository texts** about a <u>topic,</u> using one or more <u>sources</u>, providing an <u>introduction</u>, <u>facts</u> and <u>details</u>, some <u>elaboration</u>, <u>transitions,</u> and a <u>conclusion</u>.	
	C.1.5 Improving	Improve writing as needed by **planning**, **revising**, and **editing** with guidance and support from adults and feedback from peers. *Clarification:* "As needed" refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.	

C.2.1 Oral Presentation	Present information **orally**, in a **logical sequence**, using **nonverbal cues**, **appropriate volume**, and **clear pronunciation.** *Clarification 1:* **Nonverbal cues** appropriate to this grade level are posture, tone, and expressive delivery. **Clear pronunciation** should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a **logical sequence**. A student may self-correct an error in sequence. *Clarification 2:* For further guidance, see the **Elementary Oral Communication Rubric**. *[see page 188 in Appendix C of the ELA B.E.S.T. Standards booklet]*

C.3.1 Conventions

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Clarification: See Convention Progression by Grade Level for more information. *[see pages 196-197 in Appendix C of the ELA B.E.S.T. Standards booklet]*

Skills to be mastered at this grade level are as follows:		**Skills to be implemented but not yet mastered are as follows:**
• Conjugate regular and irregular verb tenses. • Form and use regular and frequently occurring irregular plural nouns. • Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs. • Form and use irregular plural nouns.	• Form and use the progressive and perfect verb tenses. • Use simple modifiers. • Use prepositions and prepositional phrases. • Form and use compound sentences. • Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.	• Use subject-verb agreement with intervening clauses and phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Use conjunctions. • Use principal modals to indicate the mood of a verb. • Use appositives, main clauses, and subordinate clauses.

C.4.1 Researching, **C.5.1** Multimedia, & **C.5.2** Technology in Communication	Conduct research to answer a question, organizing information about the topic from multiple sources.
	Use two or more multimedia elements to create emphasis in oral or written tasks. **Clarification***: Multimedia elements** may include, but are not limited to **drawings**, **pictures**, **artifacts**, and **audio** or **digital representation**. ***At this grade level,*** the elements should relate directly to the presentation. There is no expectation that the element(s) be integrated into the presentation.
	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

VOCABULARY BENCHMARKS and CLARIFICATIONS

V.1.1 Academic Vocabulary	Use grade-level **academic vocabulary** appropriately in speaking and writing. **Clarification**: Grade-level **academic vocabulary** consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
V.1.2 Morphology	Identify and apply knowledge of common **Greek and Latin roots**, **base words**, and **affixes** to determine the meaning of multiple-meaning and unknown words and phrases. ***NOTE:*** *A base IS a root, but a root ISN'T necessarily a base. A base is a free morpheme (e.g., agree) and a root is a bound morpheme ('com' meaning with or together).* ***Clarification:*** See Common Greek and Latin Roots, 3.5 and Affixes. *[see p. 200, 202-203 in Appendix D of the ELA B.E.S.T. Standards Booklet]*
V.1.3 Context and Connotation	Use **context clues**, **figurative language**, **word relationships**, **reference materials**, and/or **background knowledge** to determine the meaning of unknown words and phrases, appropriate to grade level. *Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. *Clarification 2:* See Context Clues and Word Relationships *[page 205 in Appendix D of the ELA B.E.S.T. Standards booklet]* *Clarification 3:* See ELA.3.R.3.1 *[Identify and explain metaphors, personification, and hyperbole in text(s)]* and Elementary Figurative Language. *[page 175 in Appendix B of the ELA B.E.S.T. Standards booklet]*

FOUNDATIONS BENCHMARKS and CLARIFICATIONS

F.1.3 Use knowledge of grade-appropriate **phonics** and **word-analysis skills** to decode words accurately.

Phonics & Word Analysis	**F.1.3.a** roots and affixes	Decode words with common Greek and Latin **roots** and **affixes**. *[see benchmark ELA.3.V.1.2]* ***NOTE***: The resource uses the term base word, and our benchmark calls for roots. A base IS a root, but a root ISN'T necessarily a base. A base is a free morpheme (e.g., agree) and a root is a bound morpheme ('com' meaning with or together). *Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes. *[see p. 200 in Appendix D of the ELA B.E.S.T. Standards Booklet]*
	F.1.3.b derivational suffixes	Decode words with common **derivational suffixes** and describe how they turn words into **different parts of speech**. (e.g., -ful, -less, -est). *Clarification 2:* See Affixes and the Parts of Speech They Form. *[see p. 202-203 in Appendix D of the ELA B.E.S.T. Standards Booklet]*
	F.1.3.c multi-syllabic words	Decode multi-syllabic words.
Fluency	**F.1.4** Fluency	**Read** grade-level texts with **accuracy**, **automaticity**, and appropriate **prosody** or **expression**. **Clarification 1 (accuracy):** See Fluency Norms *[page 209 in Appendix E of the ELA B.E.S.T. Standards booklet]* for grade-level norms. Norms are expressed as words correct per minute, (WCPM), a measure that combines accuracy with rate. **Clarification 2 (prosody):** "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See *Sample Oral Reading Fluency Rubrics* for prosody *[page 210 in Appendix of the ELA B.E.S.T. Standards booklet]*. **Clarification 3 (grade-level text):** Grade-level texts, for the purposes of fluency, are those *within the grade band on quantitative text complexity measures* and appropriate in content and qualitative measures.