

## FLORIDA READING AND LANGUAGE ARTS STANDARDS: GRADE 3

**INSTRUCTIONS:** At the end of your final 180 days of teaching, complete this checklist indicating a **mastered skill** with an “M” and a **skill you are working on** with a “W”. If you find a **skill you are not ready to tackle**, indicate that with a “NA”. Submit this checklist with a completed a Private School Covering Semester Report available at <http://www.mycca.org/updates.htm>. Completed checklists for subjects that students are taking through CCA group classes are not required.

### READING PROCESS

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Phonics/Word Analysis Standard - The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text. The student will:

- use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;
- use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;
- decode multi-syllabic words in isolation and in context; and
- use self-correction when subsequent reading indicates an earlier misreading.

Fluency Standard - The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression. The student will:

- apply letter-sound knowledge to decode unknown words quickly and accurately in context; and
- adjust reading rate based on purpose, text difficulty, form, and style.

Vocabulary Development Standard - The student uses multiple strategies to develop grade appropriate vocabulary. The student will:

- use new vocabulary that is introduced and taught directly;
- listen to, read, and discuss familiar and conceptually challenging text;
- use context clues to determine meanings of unfamiliar words;
- categorize key vocabulary and identify salient features;
- relate new vocabulary to familiar words;
- identify “shades of meaning” in related words (e.g., blaring, loud);
- use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;
- use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;
- determine the correct meaning of words with multiple meanings in context; and
- determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.

Reading Comprehension Standard - The student uses a variety of strategies to comprehend grade level text. The student will:

- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
- identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author’s perspective influences text;
- determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;
- identify cause-and-effect relationships in text;
- identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;
- identify themes or topics across a variety of fiction and nonfiction selections;
- compare and contrast elements, settings, characters, and problems in two texts; and
- use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.

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### LITERARY ANALYSIS

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Fiction Standard - The student identifies, analyzes, and applies knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection. The student will:

- \_\_\_ understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
- \_\_\_ identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
- \_\_\_ identify and explain how language choice helps to develop mood and meaning in poetry (e.g., sensory and concrete words as well as figurative language);
- \_\_\_ identify an author's theme, and use details from the text to explain how the author developed that theme;
- \_\_\_ respond to, discuss, and reflect on various literary selections (e.g., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), text to text (comparison among multiple texts);
- \_\_\_ write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;
- \_\_\_ identify and explain an author's use of descriptive, idiomatic, and figurative language (e.g., personification, similes, metaphors, symbolism), and examine how it is used to describe people, feelings, and objects; and
- \_\_\_ select a balance of age and ability appropriate fiction materials to read (e.g., chapter books, fairy tales, mythology, poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

Nonfiction Standard -The student identifies, analyzes, and applies knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented. The student will:

- \_\_\_ identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
- \_\_\_ use information from the text to answer questions related to explicitly stated main ideas or relevant details;
- \_\_\_ organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
- \_\_\_ identify the characteristics of a variety of types of text (e.g., reference, children's newspapers, practical/functional texts); and
- \_\_\_ select a balance of age and ability appropriate nonfiction materials to read (e.g., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

### WRITING PROCESS

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Prewriting Standard - The student will use prewriting strategies to generate ideas and formulate a plan. The student will prewrite by:

- \_\_\_ generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writer's notebook, group discussion, printed material);
- \_\_\_ determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
- \_\_\_ using organizational strategies (e.g., graphic organizer, KWL chart, log) to make a plan for writing that includes a main idea.

Drafting Standard - The student will write a draft appropriate to the topic, audience, and purpose. The student will draft writing by:

- \_\_\_ using a prewriting plan to develop the main idea with supporting details that describe or provide facts and/or opinions; and
- \_\_\_ organizing information into a logical sequence through the use of time-order words and cause/effect transitions.

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Revising Standard - The student will revise and refine the draft for clarity and effectiveness. The student will revise by:

- \_\_\_ evaluating the draft for use of ideas and content, logical organization, voice (e.g., formal or informal), point of view, and word choice;
- \_\_\_ creating clarity by using a combination of sentence structures (e.g., simple, compound) to improve sentence fluency in the draft and by rearranging words, sentences, and paragraphs to clarify meaning;
- \_\_\_ creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
- \_\_\_ applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).

Editing for Language Conventions Standard - The student will edit and correct the draft for standard language conventions. The student will edit for correct use of:

- \_\_\_ spelling, using spelling patterns and generalizations (e.g., word families, diphthong, consonant digraphs, CVC words, CCVC words, CVCC words, affixes) and using a dictionary or other resources as necessary;
- \_\_\_ capitalization for proper nouns, including holidays, product names, titles used with someone's name, initials, and geographic locations;
- \_\_\_ punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
- \_\_\_ present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;
- \_\_\_ subject/verb and noun/pronoun agreement in simple and compound sentences; and
- \_\_\_ end punctuation for compound, declarative, interrogative, and exclamatory sentences.

Publishing Standard - The student will write a final product for the intended audience. The student will:

- \_\_\_ prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
- \_\_\_ add graphics where appropriate; and
- \_\_\_ share the writing with the intended audience.

### **WRITING APPLICATIONS**

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Creative Standard - The student develops and demonstrates creative writing. The student will:

- \_\_\_ write narratives based on real or imagined events or observations that include characters, setting, plot, sensory details, and a logical sequence of events; and
- \_\_\_ write a variety of expressive forms (e.g., chapter books, short stories, poetry, skits, song lyrics) that may employ, but not be limited to, figurative language (e.g., simile, onomatopoeia), rhythm, dialogue, characterization, plot, and appropriate format.

Informative Standard - The student develops and demonstrates technical writing that provides information related to real-world tasks. The student will:

- \_\_\_ write in a variety of informational/expository forms (e.g., rules, summaries, procedures, recipes, notes/messages, labels, instructions, graphs/tables, experiments, rubrics);
- \_\_\_ record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
- \_\_\_ write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;
- \_\_\_ write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and
- \_\_\_ write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.

Persuasive Standard - The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader. The student will:

- \_\_\_ write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

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### COMMUNICATION

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Penmanship Standard - The student engages in the writing process and writes to communicate ideas and experiences. The student will:

\_\_\_ demonstrate beginning cursive writing skills.

Listening and Speaking Standard - The student effectively applies listening and speaking strategies. The student will:

\_\_\_ recall, interpret, and summarize information presented orally; and

\_\_\_ plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

### INFORMATION AND MEDIA LITERACY

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Informational Text Standard - The student comprehends the wide array of informational text that is part of our day to day experiences. The student will:

\_\_\_ read informational text (e.g., graphs, charts, manuals) and organize information for different purposes, including but not limited to being informed, following multi-step directions, making a report, conducting interviews, preparing to take a test, and performing a task.

Research Process Standard - The student uses a systematic process for the collection, processing, and presentation of information. The student will:

\_\_\_ determine information needed for a search by narrowing or broadening a topic, identify key words;

\_\_\_ use predetermined evaluative criteria (e.g., readability, appropriateness, special features) to select appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information;

\_\_\_ communicate information in an informational report that includes main ideas and relevant details with visual support (e.g., text supported by poster, diagram, idea map); and

\_\_\_ record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).

Media Literacy Standard - The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making. The student will:

\_\_\_ determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and

\_\_\_ identify and explain different production elements used in media messages (e.g., color, sound effects, animation) and use the elements appropriately in a multimedia production.

Technology Standard - The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes. The student will:

\_\_\_ use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and

\_\_\_ use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.

## FLORIDA MATHEMATICS STANDARDS: GRADE 3

### ALGEBRA

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**Big Idea 1** - Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

- \_\_\_ Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.
- \_\_\_ Solve multiplication and division fact problems by using strategies that result from applying number properties.
- \_\_\_ Identify, describe, and apply division and multiplication as inverse operations.

**Big Idea 2** - Develop an understanding of fractions and fraction equivalence.

- \_\_\_ Represent fractions, including fractions greater than one, using area, set and linear models.
- \_\_\_ Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.
- \_\_\_ Compare and order fractions, including fractions greater than one, using models and strategies.
- \_\_\_ Use models to represent equivalent fractions, including fractions greater than one, and identify representations of equivalence.

#### Supporting Ideas

- \_\_\_ Create, analyze, and represent patterns and relationships using words, variables, tables and graphs.

### GEOMETRY AND MEASUREMENT

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**Big Idea 3** - Describe and analyze properties of two-dimensional shapes.

- \_\_\_ Describe, analyze, compare and classify two-dimensional shapes using sides and angles – including acute, obtuse, and right angles – and connect these ideas to the definition of shapes.
- \_\_\_ Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.
- \_\_\_ Build, draw and analyze two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.

#### Supporting Ideas

- \_\_\_ Select appropriate units, strategies and tools to solve problems involving perimeter.
- \_\_\_ Measure objects using fractional parts of linear units such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{1}{10}$ .
- \_\_\_ Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.

### NUMBER AND OPERATIONS

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#### Supporting Ideas

- \_\_\_ Represent, compute, estimate and solve problems using numbers through hundred thousands.
- \_\_\_ Solve non-routine problems by making a table, chart, or list and searching for patterns.

### DATA ANALYSIS

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#### Supporting Ideas

- \_\_\_ Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.