

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** by circling **M** or circle **W** for a **skill you are working on**. If you find a **skill you are not ready to tackle**, circle **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.

Strand: READING PROCESS

Standard4: Phonics/Word Analysis—The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.

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

Standard5: Fluency—The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.

STATUS	SKILL
M W NA	The student will apply letter-sound knowledge to decode unknown words quickly and accurately in context; and
M W NA	The student will adjust reading rate based on purpose, text difficulty, form, and style.

Standard6: Vocabulary Development—The student uses multiple strategies to develop grade appropriate vocabulary.

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

Standard7: Reading Comprehension—The student uses a variety of strategies to comprehend grade level text.

STATUS	SKILL
M W NA	The student will identify a texts features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;
M W NA	The student will identify the authors purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;
M W NA	The student will 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;
M W NA	The student will identify cause-and-effect relationships in text;
M W NA	The student will 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;
M W NA	The student will identify themes or topics across a variety of fiction and nonfiction selections;
M W NA	The student will compare and contrast elements, settings, characters, and problems in two texts; and
M W NA	The student will 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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Strand: LITERARY ANALYSIS

Standard1: Fiction—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.

STATUS	SKILL
M W NA	The student will understand the distinguishing features among the common forms of literature (e.g., poetry, prose, fiction, drama);
M W NA	The student will identify and explain the elements of story structure, including character/character development, setting, plot, and problem/resolution in a variety of fiction;
M W NA	The student will 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);
M W NA	The student will identify an authors theme, and use details from the text to explain how the author developed that theme;
M W NA	The student will 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);
M W NA	The student will write a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution;
M W NA	The student will identify and explain an authors 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
M W NA	The student will 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.

Standard2: Nonfiction—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.

STATUS	SKILL
M W NA	The student will identify and explain the purpose of text features (e.g., table of contents, glossary, headings, charts, graphs, diagrams, illustrations);
M W NA	The student will use information from the text to answer questions related to explicitly stated main ideas or relevant details;
M W NA	The student will organize information to show an understanding of main ideas within a text through charting, mapping, or summarizing;
M W NA	The student will identify the characteristics of a variety of types of text (e.g., reference, childrens newspapers, practical/functional texts); and
M W NA	The student will 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.

Strand: WRITING PROCESS

Standard1: Prewriting—The student will use prewriting strategies to generate ideas and formulate a plan.

STATUS	SKILL
M W NA	The student will prewrite by generating ideas from multiple sources (e.g., text, brainstorming, graphic organizer, drawing, writers notebook, group discussion, printed material);
M W NA	The student will prewrite by determining the purpose (e.g., to entertain, to inform, to communicate, to persuade) and the intended audience of a writing piece; and
M W NA	The student will prewrite by using organizational strategies (e.g., graphic organizer, KWVL chart, log) to make a plan for writing that includes a main idea.

Standard2: Drafting—The student will write a draft appropriate to the topic, audience, and purpose.

STATUS	SKILL
M W NA	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
M W NA	The student will draft writing by organizing information into a logical sequence through the use of time-order words and cause/effect transitions.

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Standard3: Revising—The student will revise and refine the draft for clarity and effectiveness.

STATUS	SKILL
M W NA	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;
M W NA	The student will revise by 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;
M W NA	The student will revise by creating interest by adding supporting details (e.g., dialogue, similes) and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus); and
M W NA	The student will revise by applying appropriate tools or strategies to refine the draft (e.g., peer review, checklists, rubrics).

Standard4: Editing for Language Conventions—The student will edit and correct the draft for standard language conventions.

STATUS	SKILL
M W NA	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;
M W NA	The student will edit for correct use of capitalization for proper nouns, including holidays, product names, titles used with someones name, initials, and geographic locations;
M W NA	The student will edit for correct use of punctuation, including end punctuation, apostrophes, commas, colons, quotation marks in dialogue, and apostrophes in singular possessives;
M W NA	The student will edit for correct use of present and past verb tense, noun-pronoun agreement, noun-verb agreement, subjective and objective pronouns, and plurals of irregular nouns;
M W NA	The student will edit for correct use of subject/verb and noun/pronoun agreement in simple and compound sentences; and
M W NA	The student will edit for correct use of end punctuation for compound, declarative, interrogative, and exclamatory sentences.

Standard5: Publishing—The student will write a final product for the intended audience.

STATUS	SKILL
M W NA	The student will prepare writing in a format appropriate to audience and purpose (e.g., manuscript, multimedia);
M W NA	The student will add graphics where appropriate; and
M W NA	The student will share the writing with the intended audience.

Strand: WRITING APPLICATIONS

Standard1: Creative—The student develops and demonstrates creative writing.

STATUS	SKILL
M W NA	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
M W NA	The student will 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.

Standard2: Informative—The student develops and demonstrates technical writing that provides information related to real-world tasks.

STATUS	SKILL
M W NA	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);
M W NA	The student will record information (e.g., observations, notes, lists, charts, map labels, legends) related to a topic, including visual aids as appropriate;
M W NA	The student will write informational/expository essays that contain at least three paragraphs and include a topic sentence, supporting details, and relevant information;
M W NA	The student will write a variety of communications (e.g., friendly letters, thank-you notes, formal letters, messages, invitations); and
M W NA	The student will write simple directions to familiar locations using cardinal directions and landmarks, and create an accompanying map.

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Standard3: Persuasive—The student develops and demonstrates persuasive writing that is used for the purpose of influencing the reader.

STATUS	SKILL
M W NA	The student will write persuasive text (e.g., advertisement, paragraph) that attempts to influence the reader.

Strand: COMMUNICATION

Standard1: Penmanship—The student engages in the writing process and writes to communicate ideas and experiences.

STATUS	SKILL
M W NA	The student will demonstrate beginning cursive writing skills.

Standard2: Listening and Speaking—The student effectively applies listening and speaking strategies.

STATUS	SKILL
M W NA	The student will recall, interpret, and summarize information presented orally; and
M W NA	The student will plan, organize, and give an oral presentation and use appropriate voice, eye, and body movements for the topic, audience, and occasion.

Strand: INFORMATION AND MEDIA LITERACY

Standard1: Informational Text—The student comprehends the wide array of informational text that is part of our day to day experiences.

STATUS	SKILL
M W NA	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.

Standard2: Research Process—The student uses a systematic process for the collection, processing, and presentation of information.

STATUS	SKILL
M W NA	The student will determine information needed for a search by narrowing or broadening a topic, identify key words;
M W NA	The student will 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;
M W NA	The student will 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
M W NA	The student will record basic bibliographic data and recognize intellectual property rights (e.g., cites sources of ideas).

Standard3: Media Literacy—The student develops and demonstrates an understanding of media literacy as a life skill that is integral to informed decision making.

STATUS	SKILL
M W NA	The student will determine main content and supporting details, including distinguishing fact from opinion, in a print media message; and
M W NA	The student will 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.

Standard4: Technology—The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.

STATUS	SKILL
M W NA	The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, websites); and
M W NA	The student will use digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) to present and publish in a variety of media formats.