Florida English Language Arts

Grade 3

Foundational Skills

1 Learning and Applying Foundational Reading Skills ELA.3.F.1

3 Phonics and Word Analysis: Use knowledge of grade-level phonics and word-analysis skills to decode words. ELA.3.F.1.3

a Decode words with common Greek and Latin roots and affixes. (See 3.V.1.2) ELA.3.F.1.3.A

b Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). ELA.3.F.1.3.B

c Decode multisyllabic words. ELA.3.F.1.3.C

Clarification 1 See Common Greek and Latin Roots 3-5 and Affixes.

Clarification 2 See Affixes and the Parts of Speech They Form.

4 Fluency: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. ELA.3.F.1.4

See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

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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.

Clarification 2 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.

Grade-level texts, for the purposes of fluency, are those within the grade ba te me

Clarification 3 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.

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Reading

1 Reading Prose and Poetry ELA.3.R.1

1 Literary Elements: Explain how one or more characters develop throughout the plot in a literary text. ELA.3.R.1.1

2 Theme: Explain a theme and how it develops, using details, in a literary text. ELA.3.R.1.2

3 Perspective and Point of View: Explain different characters' perspectives in a literary text. ELA.3.R.1.3

4 Poetry: Identify types of poems: free verse, rhymed verse, haiku, and limerick. ELA.3.R.1.4

2 Reading Informational Text ELA.3.R.2

1 Structure: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. ELA.3.R.2.1

2 Central Idea: Identify the central idea and explain how relevant details support that idea in a text. ELA.3.R.2.2

3 Purpose and Perspective: Explain the development of an author's purpose in an informational text. ELA.3.R.2.3

4 Argument: Identify an author's claim and explain how an author uses evidence to support the claim. ELA.3.R.2.4

3 Reading Across Genres ELA.3.R.3

1 Interpreting Figurative Language: Identify and explain metaphors, personification, and hyperbole in text(s). ELA.3.R.3.1

2 Paraphrasing and Summarizing: Summarize a text to enhance comprehension. ELA.3.R.3.2

a Include plot and theme for a literary text. ELA.3.R.3.2.A

b Use the central idea and relevant details for an informational text. ELA.3.R.3.2.B

Clarification 1 Most grade-level texts are appropriate for this benchmark.

3 Comparative Reading: Compare and contrast how two authors present information on the same topic or theme. ELA.3.R.3.3

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Clarification 1: When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

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. This is to prevent confusion and conflation.	**Clarification 1**	**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. This is to prevent confusion and conflation.**
For examples of these forms, see Appendix B.	**Clarification 1**	**For examples of these forms, see Appendix B.**
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 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.**
See Elementary Figurative Language.	**Clarification 2**	**See Elementary Figurative Language.**

Communication

1 **Communicating Through Writing** ELA.3.C.1

1 Handwriting: Write in cursive all upper- and lowercase letters. ELA.3.C.1.1

2 Narrative Writing: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending. ELA.3.C.1.2

3 Argumentative Writing: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion. ELA.3.C.1.3

4 Expository Writing: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion. ELA.3.C.1.4

5 Improving Writing: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. ELA.3.C.1.5

:ommunicating Orally ELA.3.C.2

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1 Oral Presentation: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation. ELA.3.C.2.1

3 Following Conventions ELA.3.C.3

1 Conventions: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. ELA.3.C.3.1

4 Researching ELA.3.C.4

1 Researching and Using Information: Conduct research to answer a question, organizing information about the topic from multiple sources. ELA.3.C.4.1

5 Creating and Collaborating ELA.3.C.5

1 Multimedia: Use two or more multimedia elements to enhance oral or written tasks. ELA.3.C.5.1

2 Technology in Communication ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing. ELA.3.C.5.2

See Writing Types.	**Clarification 1** **See Writing Types.**
See Writing Types.	**Clarification 1** **See Writing Types.**
See Writing Types and Elaborative Techniques.	**Clarification 1** **See Writing Types and Elaborative Techniques.**
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.	**Clarification 1** **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.**
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 de sp should not be	**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.**

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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.		
For further guidance, see the Elementary Oral Communication Rubric.	Clarification 2	For further guidance, see the Elementary Oral Communication Rubric.
Skills to be mastered at this grade level are as follows:	Clarification 1a	Skills to be mastered at this grade level are as follows:
Conjugate regular and irregular verb tenses.	1	Conjugate regular and irregular verb tenses.
Form and use regular and frequently occurring irregular plural nouns.	2	Form and use regular and frequently occurring irregular plural nouns.
Form and use the past tense of frequently occurring irregular verbs.	3	Form and use the past tense of frequently occurring irregular verbs.
Maintain consistent verb tense across paragraphs.	4	Maintain consistent verb tense across paragraphs.
Form and use irregular plural nouns.	5	Form and use irregular plural nouns.
Form and use the progressive and perfect verb tenses.	6	Form and use the progressive and perfect verb tenses.
Use simple modifiers.	7	Use simple modifiers.
UsSkip to main content prepositional phrases.		Ise prepositions and prepositional phrases.

Form and use compound sentences.	9 Form and use compound sentences.
Use quotation marks with dialogue and direct quotations.	10 Use quotation marks with dialogue and direct quotations.
Use commas to indicate direct address.	11 Use commas to indicate direct address.
Skills to be implemented but not yet mastered are as follows:	Clarification 1b Skills to be implemented but not yet mastered are as follows:
Use subject-verb agreement with intervening clauses and phrases.	1 Use subject-verb agreement with intervening clauses and phrases.
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	2 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
Use conjunctions.	3 Use conjunctions.
Use principal modals to indicate the mood of a verb.	4 Use principal modals to indicate the mood of a verb.
Use appositives, main clauses, and subordinate clauses.	5 Use appositives, main clauses, and subordinate clauses.
See Conventions Progression by Grade Level for more information.	Clarification 2 See Conventions Progression by Grade Level for more information.
While the benchmark does require that stu... mu... is ...	Clarification 1 While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

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. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

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Vocabulary

1 Finding Meaning ELA.3.V.1

1. Academic Vocabulary: Use grade-level academic vocabulary appropriately in speaking and writing. ELA.3.V.1.1
2. Morphology: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content. ELA.3.V.1.2
3. Context and Connotation: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level. ELA.3.V.1.3

Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current gra vit cri

Clarification 1 **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.**

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discussions and writing, and usually require explicit instruction.		
See Common Greek and Latin Roots 3-5 and Affixes.	Clarification 1	See Common Greek and Latin Roots 3-5 and Affixes.
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 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.
See Context Clues and Word Relationships.	Clarification 2	See Context Clues and Word Relationships.
See 3.R.3.1 and Elementary Figurative Language.	Clarification 3	See 3.R.3.1 and Elementary Figurative Language.