Preface

3-5 Integrated Literacy Block

Standards (organized by clusters)

Question Stems
According to the K-12 Reading Plan, elementary schools must offer daily instruction in reading in a dedicated, uninterrupted block of time of at least 90 minutes. Organization of the instructional blocks below should be based on classroom needs.

**90 Minute Uninterrupted Literacy Instruction**

Language Arts Florida Standards (LAFS) Strands:  
Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking & Listening

**Whole & Collaborative Group**  
(Includes Content Area Literacy)  
Explicit instruction in reading, writing, speaking and listening  
(District Created ELA Modules)

**Small Group**  
Differentiated instruction that addresses student needs and allows for frequent progress monitoring to measure student growth

**Writing**

30 Minutes  
Explicit instruction in narrative, informative and opinion writing

**Intervention/Enrichment**

30 Minutes  
Targeted instruction based on student needs  
(in addition to 90 minute block)
### Language Arts Florida Standards for Third Grade

<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Reading</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>LAFS.3.RL.1.1</td>
</tr>
</tbody>
</table>
| Literary Text:   | **Students will:**  
|                  | • provide questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers.                                                                                                                                  |                  |
|                  | • provide references to details and/or examples in a text when explaining the basis for the answers.                                                                                                                                                              |                  |
|                  | **Academic Language:** explicitly, references                                                                                                                                                                                                                     |                  |
| Cluster: Key Ideas and Details | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, and/or moral and explain how it is conveyed through key details in the text.                                                                                                       | LAFS.3.RL.1.2    |
|                  | **Students will:**  
|                  | • provide a recounting of stories, including fables, folktales and myths from diverse cultures.                                                                                                                                                                     |                  |
|                  | • provide a statement of the central message, lesson or moral in a text.                                                                                                                                                                                          |                  |
|                  | • provide an explanation of how a central message, lesson or moral is conveyed through details in a text.                                                                                                                                                           |                  |
|                  | **Academic Language:** recount, fables, folktales, myths, central message, lesson, moral, key details, sequence, theme                                                                                                                                               |                  |
|                  | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.                                                                                                                      | LAFS.3.RL.1.3    |
|                  | **Students will:**  
<p>|                  | • provide a description of characters in a story (e.g., their traits, motivations, or feelings).                                                                                                                                                                     |                  |
|                  | • provide an explanation of how characters’ actions contribute to the sequence of events.                                                                                                                                                                        |                  |
|                  | <strong>Academic Language:</strong> characters, traits, motivations, feelings, actions, contribute, description, explanation                                                                                                                                                    |                  |</p>
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Reading Informational Text</td>
<td><strong>Cluster:</strong> Key Ideas and Details</td>
<td></td>
</tr>
</tbody>
</table>
| **Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.** | **Students will:**  
• provide questions and answers that show understanding of a text.  
• provide explicit references to the text as the basis for the answers.  
**Academic Language:** explicitly, references | LAFS.3.RI.1.1 |
| **Determine the main idea of a text; recount the key details and explain how they support the main idea.** | **Students will:**  
• provide a statement of the main idea of a text.  
• provide a recounting of key details in a text.  
• provide an explanation of how key details in a text support the main idea.  
**Academic Language:** main idea, recount, recount, key details | LAFS.3.RI.1.2 |
| **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.** | **Students will:**  
• provide a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect.  
• provide a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect.  
• provide a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect.  
**Academic Language:** relationships, events, scientific ideas, concepts, historical, text, sequence, cause/effect, informational text, *technical procedures* | LAFS.3.RI.1.3 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Reading Literary Text  
**Cluster:** Craft and Structure | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
**Students will:**  
• provides a statement of the meanings of words and phrases as they are used in context, including literal and nonliteral words and phrases.  
**Academic Language:** literal, nonliteral | LAFS.3.RL.2.4 |
| | 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.  
**Students will:**  
• provide references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.  
• provide a description of how each successive part of a text builds on earlier sections.  
**Academic Language:** chapter, scene, stanza, drama, poem | LAFS.3.RL.2.5 |
| | Distinguish their own point of view from that of the narrator or those of the characters.  
**Students will:**  
• state the difference between the student’s point of view and the point of view of the narrator and/or those of the characters.  
**Academic Language:** point of view, narrator | LAFS.3.RL.2.6 |
| **Strand:** Reading Informational Text  
**Cluster:** Craft and Structure | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
**Students will:**  
• provides a statement of the meanings of words and phrases as they are used in context.  
**Academic Language:** domain-specific | LAFS.3.RI.2.4 |
| | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
**Students will:**  
• demonstrate use of text features to locate relevant information (e.g., key words, sidebars).  
• demonstrate use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks).  
**Academic Language:** text features, search tools, key words, sidebars, hyperlinks, relevant | LAFS.3.RI.2.5 |
| | Distinguish their own point of view from that of the author of a text.  
**Students will:**  
• state whether an idea is that of the author or that of the student.  
**Academic Language:** point of view | LAFS.3.RI.2.6 |
<table>
<thead>
<tr>
<th>Strands/ Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Reading Literary Text | **Cluster:** Integration of Knowledge and Ideas  
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).  
**Students will:**  
• provide an explanation of how a specific aspect of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting).  
**Academic Language:** mood | LAFS.3.RL.3.7 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas  
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).  
**Students will:**  
• provide a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series).  
• provide a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series).  
• provide a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  
**Academic Language:** compare, contrast, theme, plot | LAFS.3.RL.3.9 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas  
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 key events occur).  
**Students will:**  
• demonstrate use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of, e.g., where, when, why, and how key events occur.  
**Academic Language:** illustrations, maps, photographs | LAFS.3.RI.3.7 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas  
Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
**Students will:**  
• provide a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
**Academic Language:** comparison, cause/effect, first/second/third, connection | LAFS.3.RI.3.8 |
| **Strand:** Reading Informational Text | **Cluster:** Integration of Knowledge and Ideas  
Compare and contrast the most important points and key details presented in two texts on the same topic.  
**Students will:**  
• provide a comparison and contrast of the most important points and/or key details presented in two texts on the same topic.  
**Academic Language:** compare, contrast, key details, topic | LAFS.3.RI.3.9 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand: Reading Literary Text</strong></td>
<td>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. <strong>Students will:</strong> • read and comprehend grade-level literary texts as measured on state summative assessments. <strong>Academic Language:</strong> literature, stories, dramas, poetry</td>
<td>LAFS.3.RL.4.10</td>
</tr>
</tbody>
</table>

| **Cluster: Range of Reading and Level of Text Complexity** |  |  |

<p>| <strong>Strand: Reading Informational Text</strong> | By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <strong>Students will:</strong> • read and comprehend grade-level, non-fiction texts as measured on state summative assessments. <strong>Academic Language:</strong> informational text, technical texts | LAFS.3.RI.4.10 |</p>
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand: Speaking and Listening** | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, 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 check understanding of information presented, stay on topic, and link their comments to the remarks of others.  
  d. Explain their own ideas and understanding in light of the discussion.  
  **Students will:**  
  • demonstrate ability to effectively engage in a range of collaborative discussions on grade 3 topics and texts, building on others’ ideas and expressing own ideas clearly.  
  • demonstrate readiness for discussions by drawing on the required reading and other information known about the topic to explore ideas under discussion.  
  • demonstrate ability to follow agreed-upon rules for discussions.  
  • demonstrate ability to ask questions to check understanding of information presented.  
  • demonstrate ability to stay on topic and link comments to the remarks of others.  
  • demonstrate the ability to explain one’s own ideas and understanding in light of the discussion.  
  **Academic Language:** collaborative discussions, connection | LAFS.3.SL.1.1  
LAFS.3.SL.1.1a  
LAFS.3.SL.1.1b  
LAFS.3.SL.1.1c  
LAFS.3.SL.1.1d |
| Cluster: Comprehension and Collaboration | 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.  
  **Students will:**  
  • demonstrate the ability to determine the main ideas and supporting details of a text read aloud.  
  • demonstrate the ability to determine the main ideas and supporting details from information presented in diverse media formats  
  **Academic Language:** main idea, supporting details | LAFS.3.SL.1.2 |
| | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  
  **Students will:**  
  • demonstrate ability to ask and answer questions about information presented by a speaker, providing appropriate elaboration and detail.  
  **Academic Language:** elaboration, details, presentation | LAFS.3.SL.1.3 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Speaking and Listening  
**Cluster:** Presentation of Knowledge and Ideas | 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.  
**Students will:**  
• demonstrate ability to report on a topic or text, providing appropriate facts and relevant, descriptive details.  
• demonstrate ability to tell a story or recount an experience, providing appropriate facts and relevant, descriptive details.  
• demonstrate the ability to speak clearly at an understandable pace.  
**Academic Language:** report on a topic, recount an experience, descriptive details | LAFS.3.SL.2.4 |
| | Demonstrate fluid reading at an understandable pace; adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.  
**Students will:**  
• demonstrate ability to create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace.  
• add visual displays to audio recordings, when appropriate, to emphasize or enhance certain facts or details.  
**Academic Language:** audio recordings, visual displays | LAFS.3.SL.2.5 |
| | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  
**Students will:**  
• demonstrate ability to produce complete sentences to provide requested detail or clarification when appropriate to task and situation.  
**Academic Language:** complete sentence, clarification | LAFS.3.SL.2.6 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand: Language** | **Cluster: Conventions of Standard English** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
  a. Demonstrate beginning cursive writing skills.  
  b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  
  c. Form and use regular and irregular plural nouns.  
  d. Use abstract nouns (e.g., childhood).  
  e. Form and use regular and irregular verbs.  
  f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  
  g. Ensure subject-verb and pronoun-antecedent agreement.  
  h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  
  i. Use coordinating and subordinating conjunctions.  
  j. Produce simple, compound, and complex sentences.  
**Students will:**  
- demonstrate the skills listed in the standard when speaking or writing.  
**Academic Language:** grammar, nouns, pronouns, verbs, adjectives, abstract nouns, irregular verbs, simple verb tenses, antecedent, comparative and superlative adjectives, coordinating and subordinating conjunctions, simple sentence, complex sentence | LAFS.3.L.1.1  
LAFS.3.L.1.1a  
LAFS.3.L.1.1b  
LAFS.3.L.1.1c  
LAFS.3.L.1.1d  
LAFS.3.L.1.1e  
LAFS.3.L.1.1f  
LAFS.3.L.1.1g  
LAFS.3.L.1.1h  
LAFS.3.L.1.1i |
| **Strand: Language** | **Cluster: Knowledge of Language** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
  a. Capitalize appropriate words in titles.  
  b. Use commas in addresses.  
  c. Use commas and quotation marks in dialogue.  
  d. Form and use possessives.  
  e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).  
  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  
  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  
**Students will:**  
- demonstrate the conventions of English listed in the standard in a written composition.  
**Academic Language:** punctuation, dialogue, possessives, suffixes, base words, title, address | LAFS.3.L.1.2  
LAFS.3.L.1.2a  
LAFS.3.L.1.2b  
LAFS.3.L.1.2c  
LAFS.3.L.1.2d  
LAFS.3.L.1.2e  
LAFS.3.L.1.2f  
LAFS.3.L.1.2g |
| **Strand: Language** | **Cluster: Knowledge of Language** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
  a. Choose words and phrases for effect.  
  b. Recognize and observe differences between the conventions of spoken and written standard English.  
**Students will:**  
- choose words and phrases for effect when speaking or writing.  
- state the difference between the conventions of spoken and written language when relevant.  
**Academic Language:** conventions | LAFS.3.L.2.3  
LAFS.3.L.2.3a  
LAFS.3.L.2.3b |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Language</td>
<td><strong>Cluster:</strong> Vocabulary Acquisition</td>
<td></td>
</tr>
</tbody>
</table>
|                  | **Standards/Learning Targets/Academic Language:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  
  a. Use sentence-level context as a clue to the meaning of a word or phrase.  
  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  
  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.  
  **Students will:**  
  • demonstrate the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase.  
  **Academic Language:** multiple-meaning words, phrases, clarify, context clues, affixes, roots, glossary, thesaurus, reference materials  
  **Demonstrate understanding of word relationships and nuances in word meanings.**  
  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  
  b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  
  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., new, believed, suspected, heard, wondered).  
  **Students will:**  
  • provide distinctions between the literal and nonliteral meanings of words and phrases.  
  • provide distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).  
  **Academic Language:** literal, nonliteral, word relationships  
  **Acquire and use accurately conversational, general academic, and domain-specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).**  
  **Students will:**  
  • provide a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).  
  **Academic Language:** conversation, academic | LAFS.3.L.3.4  
LAFS.3.L.3.4a  
LAFS.3.L.3.4b  
LAFS.3.L.3.4c  
LAFS.3.L.3.4d  
LAFS.3.L.3.5  
LAFS.3.L.3.5a  
LAFS.3.L.3.5b  
LAFS.3.L.3.5c  
LAFS.3.L.3.6 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Writing  
**Cluster:** Text Types and Purposes | Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.  
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
b. Provide reasons that support the opinion.  
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
d. Provide a concluding statement or section.  
**Students will:**  
- The student response provides an opinion on topics or texts and supports a point of view with reasons.  
- The response includes an introduction of the topic or text the student is writing about, an opinion statement, and a list of reasons that support the opinion, as well as a concluding statement or section.  
- The student response contains appropriate linking words and phrases such as because, therefore, since, and for example to connect the opinion and the reasons.  
**Academic Language:** opinion, point of view, reason, linking words and phrases, concluding statement or section | LAFS.3.W.1.1  
LAFS.3.W.1.1a  
LAFS.3.W.1.1b  
LAFS.3.W.1.1c  
LAFS.3.W.1.1d |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| Strand: Writing  | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
| Cluster: Text Types and Purposes | a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  
| | b. Develop the topic with facts, definitions, and details.  
| | c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  
| | d. Provide a concluding statement or section.  
| | **Students will:**  
| | • The student response provides information/explanation and examines a topic by conveying ideas and information clearly.  
| | • The student response introduces a topic and groups related information together, with linking words to connect the ideas within categories of information, and ends with a concluding statement or section.  
| | • The student response develops the topic introduced with facts, definitions, and details, including illustrations when these will be useful in helping the reader understand the information the student writer is trying to convey.  
| | **Academic Language:** informative, explanatory, illustrations, linking words and phrases, concluding statement or section  
| | LAFS.3.W.1.2  
| | LAFS.3.W.1.2a  
| | LAFS.3.W.1.2b  
| | LAFS.3.W.1.2c  
| | LAFS.3.W.1.2d  

Volusia County Schools-June 2018  
Grade 3 English Language Arts
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand:</strong> Writing</td>
<td><strong>Cluster:</strong> Text Types and Purposes</td>
<td><strong>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</strong>&lt;br&gt;a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.&lt;br&gt;b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.&lt;br&gt;c. Use temporal words and phrases to signal event order.&lt;br&gt;d. Provide a sense of closure.&lt;br&gt;<strong>Students will:</strong>&lt;br&gt;• The student response develops real or imagined experiences or events in a narrative that uses effective techniques, descriptive details, and clear event sequences.&lt;br&gt;• The student response establishes a situation and introduces a narrator and/or characters and provides a clear sense of closure for the written story.&lt;br&gt;• The student response includes an organized event sequence that unfolds naturally and includes temporal words and phrases to signal event order.&lt;br&gt;• The student response includes dialogue and descriptions of actions, thoughts, and feelings to develop the experiences and events in the story shared or to show the response of characters to situations.&lt;br&gt;<strong>Academic Language:</strong> narrative, real or imagined experience, descriptive details, event sequences, dialogue, conclusion, plot, narrator, character</td>
</tr>
</tbody>
</table>
# Language Arts Florida Standards for Third Grade

<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Writing  
**Cluster:** Production and Distribution | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.  
**Students will:**  
- compose written compositions with appropriate development and organization given the task and purpose.  
**Academic Language:** task, purpose, graphic organizer | LAFS.3.W.2.4 |
| | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
**Students will:**  
- use of the writing process as appropriate to compose a written composition.  
**Academic Language:** planning, draft, revising, editing | LAFS.3.W.2.5 |
| | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.  
**Students will:**  
- use of available technologies to create individual and collaborative pieces of writing.  
**Academic Language:** produce, publish, collaborate | LAFS.3.W.2.6 |
| **Strand:** Writing  
**Cluster:** Build Knowledge | Conduct short research projects that build knowledge about a topic.  
**Students will:**  
- complete research on provided short research projects on a given topic.  
**Academic Language:** research, topic | LAFS.3.W.3.7 |
| | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  
**Students will:**  
- gather information from print sources.  
- gather information from digital sources.  
- take notes on sources.  
- sort notes (evidence) when provided with categories for note taking (e.g. with a graphic organizer).  
**Academic Language:** recall information, notes | LAFS.3.W.3.8 |
| **Strand:** Writing  
**Cluster:** Range of Writing | 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 discipline-specific tasks, purposes, and audiences.  
**Students will:**  
- write routinely to meet a range of tasks, purposes, and audiences.  
**Academic Language:** research, reflection, revision, tasks, purposes, audiences | LAFS.3.W.4.10 |
<table>
<thead>
<tr>
<th>Strands/Clusters</th>
<th>Standards/Learning Targets/Academic Language</th>
<th>Standards Number</th>
</tr>
</thead>
</table>
| **Strand:** Reading Foundational Skills | Know and apply grade-level phonics and word analysis skills in decoding words.  
   - a. Identify and know the meaning of the most common prefixes and derivational suffixes.  
   - b. Decode words with common Latin suffixes.  
   - c. Decode multi-syllable words.  
   - d. Read grade-appropriate irregularly spelled words.  
   **Students will:**  
   - decode words using the most common prefixes and derivational suffixes.  
   - decode words with common Latin suffixes.  
   - decode multisyllabic words.  
   - decode grade-appropriate irregularly spelled words.  
   **Academic Language:** decoding, prefix, suffix, multisyllabic words, root words, syllable segments, irregularly spelled words | LAFS.3.RF.3.3  
LAFS.3.RF.3.3a  
LAFS.3.RF.3.3b  
LAFS.3.RF.3.3c  
LAFS.3.RF.3.3d |
| **Cluster:** Phonics and Word Recognition | Read with sufficient accuracy and fluency to support comprehension.  
   - a. Read grade-level text with purpose and understanding.  
   - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.  
   - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
   **Students will:**  
   - read with sufficient accuracy and fluency to support comprehension, including reading with purpose and understanding and with appropriate accuracy, rate, and expression.  
   - self-correct when initially mispronouncing a word, rereading as necessary.  
   **Academic Language:** accuracy, fluency, purpose and understanding, rate, expression, voice | LAFS.3.RF.4.4  
LAFS.3.RF.4.4a  
LAFS.3.RF.4.4b  
LAFS.3.RF.4.4c |