

Grade Level Expectations for the Sunshine State Standards

Language Arts Third Grade



FLORIDA DEPARTMENT OF EDUCATION
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**Sunshine State Standards
Grade Level Expectations
Language Arts
Third Grade**

The third grade student:

Reading

- uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).
- uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.
- uses decoding strategies to clarify pronunciation (for example, less common vowel patterns, homophones).
- uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.
- makes, confirms, and revises predictions.
- establishes a purpose for reading (for example, entertainment; skimming for facts; answering a specific question).
- uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).
- discusses meanings of words and develops vocabulary through meaningful real-world experiences.
- develops vocabulary by reading independently and using reference books.
- uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).
- understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).
- identifies author's purpose in a simple text.
- recognizes when a text is intended primarily to persuade.
- knows personal preferences for fiction and nonfiction texts (for example, novels, stories, poems, biographies, journals, magazines, interviews).
- reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).
- knows the difference between a fact and an opinion.
- understands the use of comparison and contrast within a selection.

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- uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).

Writing

- uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, creating story webs).
- focuses on a central idea or topic (for example, excluding loosely related, extraneous, repetitious information).
- uses an organizational pattern having a beginning, middle, and end (including but not limited to organizing ideas sequentially or around major points of information).
- uses supporting ideas and specific information that clearly relate to the focus.
- uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness.
- understands the purpose of a first draft (for example, to get ideas on paper).
- uses effective sentence variety.
- generally follows the conventions of punctuation, capitalization, and spelling appropriate at third-grade or higher level .
- revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.
- uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication).
- uses conventions of punctuation (including but not limited to, commas in a series, dates, and addresses; quotation marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations).
- uses principles of agreement in written work (including but not limited to subject/verb and noun/pronoun).
- uses parts of speech correctly in written work (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).
- uses basic features of page format (for example, paragraph indentations, margins).
- uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

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- writes notes, comments, and observations that reflect comprehension of third-grade level or higher content and experiences from a variety of media.
- uses simple alphabetical and numerical systems to organize information.
- writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).
- uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).
- establishes a simple, single story focus on a topic through the use of suspense, humor, creativity or fantasy.
- exhibits an awareness of topic with little irrelevant information.
- attempts to develop a story line that is easy to follow and paraphrase.
- generally chooses specific detail and adequate word choice to support the story line.
- create a simple, logical organizational pattern appropriate to narrative writing with a beginning, middle, and end.
- uses simple transitions to move the narrative story forward in time.
- generally creates a sense of story completeness.
- attempts to use varied sentences within the story.
- attempts to focus on an expository topic with little or no irrelevant or repetitious information.
- develops supporting ideas with information that relates to the focus.
- develops anecdotes or examples to support reasons.
- begins to present facts and examples objectively.
- creates a logical organizational pattern) appropriate to expository writing with a beginning, middle, and end.
- attempts to use appropriate expository transitions to relate ideas.
- attempts to use a variety of sentence structures to present ideas.

Listening, Viewing, and Speaking

- listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.
- follows multiple-step oral directions.

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- knows personal listening preferences (for example, poetry, songs, stories, fiction, nonfiction, drama, informational speeches).
- interacts with peers in a variety of situations to develop and present familiar ideas (for example, group activities, peer conferences, literature groups).
- listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).
- uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).
- understands the main concept and supporting details in nonprint media messages.
- understands nonverbal cues (for example, music, color, motion) used in a variety of media.
- uses strategies to speak clearly (for example, appropriate rate, volume, pitch).
- asks and responds to questions and makes comments and observations (for example, clarifies ideas, paraphrases information shared by others).
- gives oral presentations for different purposes (including but not limited to reporting, explaining, persuading).
- uses eye contact and gestures that engage the audience.
- actively participates in class discussions (for example, asking and responding to questions, explaining information, listening to discussions).
- expresses thoughts in an organized manner.

Language

- uses elements of grammar in speech (including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives, verb tenses).
- uses language appropriate to situation and audience (including but not limited to appropriate vocabulary and examples appropriate to topic and audience).
- understands that word choices can shape reactions, perceptions, and beliefs.
- understands similes, symbols, and idiomatic language.
- understands different techniques used in media messages and their purposes.
- understands the usefulness of various technologies for different tasks.
- distinguishes fact from opinions in newspapers, magazines, and other media.

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Literature

- understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography).
- understands the distinguishing features of nonfiction texts (for example, directions, biographies, journals, interviews, magazines, textbooks).
- reads a variety of self-selected and assigned literary and informational texts (for example, fiction, drama, poetry, realistic fiction, fables, fantasy, biography, autobiography).
- understands the development of plot in a third grade level or higher story.
- understands how conflicts are resolved in a story, including problem solution or resolution.
- makes inferences and draws conclusions regarding story elements of a third grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).
- knows the similarities and differences of characters presented within third grade or higher level selections.
- knows the similarities and differences of settings presented within third grade or higher level selections.
- knows the similarities and differences of events presented within third grade or higher level selections.
- makes connections between information in texts and stories and historical events.
- identifies and uses literary terminology appropriate to third grade or higher level (including but not limited to theme, simile, alliteration, metaphor).
- recognizes cause-and-effect relationships in literary texts.
- recognizes the techniques of language used in children’s literature (for example, sensory words, rhymes, choice of vocabulary).
- recognizes the use of story structure used in children’s literature (for example, patterns).
- responds to literature by explaining how the motives of the characters compare with those of own life.
- responds to literature by explaining how the causes of events compare with those of own life.
- recognizes the major theme in a story.
- recognizes the major information in a nonfiction text.
- uses specific information from text to defend interpretations.



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