Seminole County Public Schools

Grade 3
Quarter 1 Overview
# Quarter 1 Overview | Grade 3

## Language Arts Florida Standards (LAFS) | FOCUS Standards

<table>
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<th>Reading Informational (RI)</th>
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<td><strong>LAFS.3.RI.4.10</strong>- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</td>
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<td>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
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**Speaking and Listening**

LAFS.3.SL.1.1 - 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.

LAFS.3.SL.1.2 - 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.

LAFS.3.SL.1.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LAFS.3.SL.2.4 - 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.

LAFS.3.SL.2.5 - Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

LAFS.3.SL.2.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28

**Reading Literature**

Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

LAFS.3.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

LAFS.3.RL.4.10- 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.

**Reading Informational**

Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

LAFS.3.RI.2.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LAFS.3.RI.4.10- By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Foundational Skills and Language Skills** are taught within the quarter.
# Quarter 2 Overview | Grade 3

## Language Arts Florida Standards (LAFS) | FOCUS Standards

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LAFS.3.RL.1.3 - 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.2.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  
LAFS.3.RL.2.5 - 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.  
LAFS.3.RL.2.6 - Distinguish their own point of view from that of the narrator or those of the characters.  
LAFS.3.RL.2.7 - 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).  
LAFS.3.RL.3.9 – 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).  
LAFS.3.RL.4.10- By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently. | **LAFS.3.RI.1.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
LAFS.3.RI.1.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.  
LAFS.3.RI.1.3 - 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.  
LAFS.3.RI.2.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  
LAFS.3.RI.2.5- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
LAFS.3.RI.2.6 - Distinguish their own point of view from that of the author of a text.  
LAFS.3.RI.3.7 - 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).  
LAFS.3.RI.3.8- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  
LAFS.3.RI.3.9- Compare and contrast the most important points and key details presented in two texts on the same topic.  
LAFS.3.RI.4.10- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |

## Writing (W)

- By the end of the year, read and comprehend literature, including stories, dramas and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently.
LAFS.3.W.1.1- Write opinion pieces on 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.
LAFS.3.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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.
LAFS.3.W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
   b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
   c. Use temporal words and phrases to signal event order.
   d. Provide a sense of closure.
LAFS.3.W.2.6- 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.
LAFS.3.W.3.7- Conduct short research projects that build knowledge about a topic.
LAFS.3.W.3.8- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Language Arts Florida Standards (LAFFS) | SUPPORTED Standards

#### Speaking and Listening
LAFS.3.SL.1.1- 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.
LAFS.3.SL.1.2 - 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.
LAFS.3.SL.1.3 - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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<td>Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</td>
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<td>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28)</td>
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**Reading Literature**

Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

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**Foundational Skills and Language Skills are taught within the quarter.**
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   d. Provide a concluding statement or section.

LAFS.3.W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
   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.

LAFS.3.W.3.7 - Conduct short research projects that build knowledge about a topic.

Language Arts Florida Standards (LAFS) | SUPPORTED Standards

Speaking and Listening
LAFS.3.SL.1.1 - 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.
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LAFS.3.SL.2.4 - 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.

LAFS.3.SL.2.5 - Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.

LAFS.3.SL.2.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28

Reading Literature
Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.
LAFS.3.RL.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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Reading Informational
Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

LAFS.3.RI.2.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.4.10 - By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

Foundational Skills and Language Skills are taught within the quarter.

Quarter 4 Overview | Grade 3
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### Writing (W)

**LAFS.3.W.1.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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  - 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.

**LAFS.3.W.1.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

**LAFS.3.W.2.4** - With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**LAFS.3.W.2.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards, 1-3 up to and including grade 3 on pages 28 and 29.)

**LAFS.3.W.3.8** - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

### Language Arts Florida Standards (LAFS) | SUPPORTED Standards

**Speaking and Listening**

**LAFS.3.SL.1.1** - 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.

**LAFS.3.SL.1.2** - 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.

**LAFS.3.SL.1.3** - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**LAFS.3.SL.2.4** - 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.
LAFS.3.SL.2.5 - Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
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**Reading Literature**
Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

LAFS.3.RL.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LAFS.3.RL.4.10 - 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.

**Reading Informational**
Once a standard has been a focus of a model lesson, teachers will continue to revisit the standard routinely, incorporate standards into small-group instruction, and use the standards for instruction across content areas.

LAFS.3.RI.2.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LAFS.3.RI.4.10 - By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**Foundational Skills and Language Skills are taught within the quarter.**

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**Balanced Assessments**

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