Grade 3 Making the Grade on the
Florida Standards Assessment (FSA)

Genre	Standard	Content Foci	Instructional Tools
Reporting Category 1: Key Ideas and Details 15-25% *What does the author say?*			
Literature: • **Nonfiction** • **Fiction**	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.* (2) **Open Response**	• Supporting Details *(Explicit/Implicit)* • Inferred Ideas/Supporting Details *(Character Interaction)* *(One or More Texts)*	• Two Column Notes: *-Main Idea/Details* *-Conclusion/Support* *-Cause/Effect* • Power Notes • Author's Toolbox for Bringing a Character to Life • Events (Action)- Reactions Chart
	LAFS.3.RL.1.2 *Recount* stories, including fables, folktales*, and myths* from diverse cultures; determine the central message, lesson, or *moral and explain how it is conveyed through key details in the text.* (2) **Open Response**	• Central Message, Lesson, or Moral/Supporting Details *(Explicitly/Implicitly Stated)* • Sequence Key Details/Events in Chronological Order *(One or More Texts)*	• Genre Charts • *Narrative Story Arch* • Author's Toolbox for Bringing a Character to Life • GIST Summaries • Theme/Topic PPT • *Finding Evidence of a Genre Chart - Folktale* • Character Turning Point Graphic Organizer
	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. (2) **Open Response**	• Character Features *(Explicit/Implicit)* *-Actions/Behaviors* *-Motivations* *-Feelings* • Character Relationships/ Interactions • Inferred Ideas/Supporting Details • Author's Writing Style *(One or More Texts)*	• Author's Toolbox for Bringing a Character to Life • Content Frame • *Narrative Story Arch* • Timeline • Feelings Chart • Character Turning Point Graphic • Somebody/Wanted/But/So • Split, Open Mind, Character Chart • Events (Action)- Reactions Chart
Informational: • **Primary Sources Nonfiction** • **Functional Materials**	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.* (2) **Open Response**	• Supporting Details *(Explicit/Implicit)* • Inferred Ideas/Supporting Details *(One or More Texts)*	• Two Column Notes: *-Main Idea/Details* *-Conclusion/Support* *-Cause/Effect* • Power Notes • Author's Toolbox for Bringing a Character to Life
	LAFS.3.RI.1.2 *Determine the main idea of a text; recount the key details and explain how they support the main idea.* (2) **Open Response**	• Main Ideas & Key Details *(Explicitly/Implicitly Stated)* • Supporting Evidence *(One or More Texts)*	• One Sentence Summaries Chart • Main Idea Table • Power Notes • Gist • Summary Pyramid
	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.* (3) **Open Response**	• Identify/Describe Relationships between: *-Events* *-Ideas & Concepts* *-Steps in a Process* • Text Structure-Chronological *Order (To Aid in Understanding Text)* *(One or More Texts)*	• Two Column Notes: *-Cause/Effect* *-Problem/Solution* -Conclusion/Support • Content Frame for Comparison of Individuals, Events, Ideas or Concepts From Multiple Sources

Genre	Standard	Content Foci	Instructional Tools
**Reporting Category 2: Craft and Structure 25-35%** *Structural: How does the author say it?*		
Literature	LAFS.3.RL.2.4 *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.* (2) **Also Assessed:** LAFS3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3)	• Literal Language • Figurative Language *(One or More Texts)*	• *Tools Authors Use: Literary Devices and Figurative Language,* • *Wild About Words Vocabulary Handbook*
		• Knowledge of Language & Conventions	
	LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word 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*).	• Multiple Meaning Words & Phrases • Context Clues • Greek and Latin Affixes and Roots	• Multiple Meaning Chart • Understanding Multiple Meaning Words • Spectrum of a Word • Common Morpheme Chart • Context Clue Chart • Understanding Context Clues • *Wild About Words Vocabulary Handbook*
	LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (3) a. Interpret figurative language, including similes and metaphors, *in context.* b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. *Use the relationship between particular words* (e.g., synonyms, antonyms, homographs). *(Also assesses LAFS.3.RF & LAFS.3.RF.4.4)*	• Word Meaning • Word Relationships/Nuances • Shades of Meaning • Impact of Words & Phrases on Tone	• *Tools Authors Use: Literary Devices and Figurative Language,* • *A Closer Look* Vocabulary Map • Concept of Definition Map • Word Arrays • Mood Versus Tone Chart • *Wild About Words Vocabulary Handbook*
	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.* (2) **Open Response**	• Plot Development -Support a Given Cause or Effect -Relationship of Multiple Events on Subsequent Events • Structure of a Play *(Function of Scenes)* • Structure of a Poem *(Function of Stanzas)* *(One or More Texts)*	• Common Characteristics of Genre Charts • *Narrative Story Arch* • Reading & Understanding • Poetry • Content Frame for Comparison of Individuals, Events, Ideas or Concepts From Multiple Sources • *What Is Foreshadowing***?** (PPT)
	LAFS.3.RL.2.6 *Distinguish their own point of view from that of the narrator or those of the characters.* (3)	• Narrator's/Text's Point of View • Character's Point of View • Shifts in Perspective *(One or More Texts)*	• Author's Toolbox for Bringing a Character to Life • Understanding Mood Based On The Setting With Evidence • Mood Faces Chart • Author's Point of View Comparison Chart

Genre	Standard	Content Foci	Instructional Tools
Informational	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. (2) **Also Assessed:** LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. (3) LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (3) 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*). LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. (3) a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). *(Also assesses LAFS.3.RF.3.3 & LAFS.RF.4.4)*	• Academic & Domain Specific Words & Phrases *(One or More Texts)* • Knowledge of Language & Conventions • Context Clues • Greek and Latin Affixes & Roots • Multiple Meanings • Literal/Non Literal Words & Phrases • Word Meaning, Relationships & Nuances *(Shades of Meaning)* • Impact of Words & Phrases on Tone	• Isabel Beck's Three Tiered Vocabulary • *A Closer Look* Vocabulary Map • Concept of Definition Map • Understanding Context Clues • Context Clue Chart • Multiple Meaning Chart • Understanding Multiple Meanings • *Tools Authors Use: Literary Devices and Figurative Language,* • Word Arrays • *Wild About Words Vocabulary Handbook* • *Feeling Tone Words*
	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. (2)	• Locate Information -*Text Features & Search Tools (e.g. footnotes)* *(One or More Texts)*	• Content Frame for Comparison of Text Structures with Multiple Texts • Informational Text Structure Chart • One Sentence Summary Frame • Common Characteristics of Genre Charts • *Informational Text Structure Chart* • *Informational Text Features* • *Text Feature Analysis* • *Text Feature Treasure Hunt*
	LAFS.3.RI.2.6 *Distinguish their own point of view from that of the author of a text.* (2)	• Point of View: Author or Speaker *(One or More Texts)*	• Author's Point of View Comparison Chart • Problem Solution Notes for Two Sources

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Reporting Category 3: Integration of Knowledge and Ideas 25-35% *Logical & Inferential: What does the author really mean?*			

Literature 2 or more literary texts and other media (slideshow, audio presentations, graphical elements)	LAFS.3.RL.3.7 *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). (2)*
	
	Open Response
	
	Also Assessed:
	LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media 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.
		• Impact of Illustration on Meaning
		  -Mood
		  -Characters
		  -Setting
		• Illustration's Relationship to the Text
		• Main Idea & Supporting Details in a Presentation
		• Similarities of Pictures in Two or More Stories
		
		(Two or More Texts)
			• Cover to Cover
			• Page-By Page
			• *Narrative Story Arch*
			• One Sentence Summary Frame
			• GIST Summaries
			• Mood Versus Tone Chart
			• Two Column Note taking Procedure
			• *Informational Text Structure Chart*
			• *Informational Text Features*
			• *Text Feature Analysis*
			• *Text Feature Treasure Hunt*

	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). (3)*	• Compare/Contrast Key Details *(Same Author & Same or Similar Characters)*:
		  -Themes
		  -Settings (Use Details to Prove or Disprove)
		  -Plots
		  (Two or More Texts)
			• Common Characteristics of Genre Charts
			• Problem Solution Notes for Two Sources
			• Theme and Topic PPT
			• *Narrative Story Arch*

Informational	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). (2)* **Open Response** **Also Assessed:** LAFS.3.SL.1.2 *Determine the main* ideas and supporting details of a text read aloud or information presented in *diverse* media *and format, including visually, quantitatively, and orally.* LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, *offering appropriate elaboration and detail.*	• Use Illustrations to Understand Text • Main Ideas & Supporting Details *(Audio/Multimedia)* • Determine Speaker's Claim/Opinion • Determine How Claim is Supported *(Two or More Texts)*	• Author's Point of View Comparison Chart • One Sentence Summary Frame • Two Column Note taking Procedure • *Text Feature Analysis* • *Text Feature Treasure Hunt* • Content Frame for Comparison of Individuals, Events, Ideas or Concepts From Multiple Sources
	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). (3)*	• Logical Connections/Transitions Between Parts of Text *(Sentences, Paragraphs & Ideas)* • Author's Use of Reasons • Author's Evidence to Support Key Points • Shifts Between Storytelling and Explanation *(One or More Texts)*	• Opinion Map • Author's Point of View Comparison Chart • Author's Point of View Chart *(Single Source)* • *Narrative and Expository Transitions for Posting*
	LAFS.3.RI.3.9 – *Compare and contrast the most important points and key details presented* in two texts on the same topic. (2)	• Compare and Contrast Important Points/Key Details *(Explicitly/ Implicitly Stated)* *(Two or More Texts)*	• Theme and Topic PPT • Content Frame • Author's Point of View Comparison Chart

Genre	Standard	Content Foci	Instructional Tools
**Reporting Category 4: Language & Editing 15-25%**		

Literature or Informational	LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2)	• Grammar & Usage
		  -Nouns, Pronouns, Verbs, Adjectives & Adverbs
		  -Regular & irregular Plural Nouns
		  -Abstract Nouns
		  -Regular Irregular Verbs
		  -Simple Verb Tenses
		  -Comparative &Superlative Adjectives and Adverbs
		  -Coordinating and Subordinating Conjunctions
		  -Simple, Compound & Complex Sentences
			• *Conventions Lessons*
			• *Nouns*
			• *Prepositions*
			• *Pronouns-Indefinite*
			• *Pronouns-Objective*
			• *Pronouns-Personal*
			• *Pronouns-Possessive*
			• *Pronouns-Relative*
			• *Strong Verb Agreement*
			• *Subject/Verb Agreement*

	LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (1)	• Capitalization
		  -Title
		• Punctuation
		  -Commas in Addresses
		  -Commas and Quotation Marks in Dialogue
		  -Possessives
		• Spelling
			• *Capitalization Rules*
			• *Punctuation Rules*
			• *Spelling Strategy*
			• *Understanding Kinds of Sentences*
			• Sentence Stalking
			• Sentence Imitating
			• Revising/Editing Chart
			• *Editor's Checklist*

Text-Based Stimuli	
Literature	**Informational**
Literary Nonfiction • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques **Literary Fiction** • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works	**Informational** **Primary Sources Nonfiction** • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries • Secondary Sources/Nonfiction • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles **Functional Materials** • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages