

Reading Standards

BIG IDEA: READING PROCESS

Standard 4: Phonics/Word Analysis

Your child should be able to demonstrate knowledge of the alphabetic principle and apply grade level phonics skills to read text.

Standard 5: Fluency

Your child should be able to demonstrate the ability to read grade level text orally with accuracy, appropriate rate, and expression.

Standard 6: Vocabulary Development

Your child should be able to use a multiple strategies to develop grade appropriate vocabulary.

Standard 7: Reading Comprehension

Your child should be able to use a variety of strategies to comprehend grade level text.

BIG IDEA: LITERARY ANALYSIS

Standard 1: Fiction

Your child should be able to identify, analyze, and apply knowledge of the elements of a variety of fiction and literary texts to develop a thoughtful response to a literary selection.

Standard 2: Nonfiction

Your child should be able to identify, analyze, and apply knowledge of the elements of a variety of nonfiction, informational, and expository texts to demonstrate an understanding of the information presented.

SCIENCE Standards

found at: www.floridastandards.org

Reading Habits

Independent and Assisted Reading

Your child should read 30 chapter books a year. Your child should be able to read aloud from a variety of genres. Your child should be able to read several books by the same author.

Literature

Your child should read stories, poems, plays, autobiographies, and nonfiction. They should be able to respond to literature. They should be able to recognize themes. They should be capable of understanding why characters acted a certain way.

Discussing Books

Your child should be able to talk about the author's craft including: word choice, beginnings and endings, plot, and character development.

Vocabulary

Third graders should be able to use a variety of strategies to figure out a word.



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<http://www.floridastandards.org>

Enterprise Learning Academy

Third Grade Standards and Expectations

Cursive Handwriting

M

With a Crayola® colored pencil, practice writing cursive letters. This is an example of the letter M. Practice both the lowercase and uppercase letters.

Draw some objects that begin with this letter using Crayola® markers or colored pencils.

VISION

Enterprise Learning Academy is an engaging, positive and collaborative community that educates and inspires life-long learners.

MISSION

The mission of Enterprise Learning Academy is to prepare all students with a core foundation so that together we are productive members in a global society.

GUIDELINES FOR SUCCESS

Mannerly

Attentive Neat Accepting

Trustworthy

Enduring Enthusiastic

Writing Standards

Writing Standards

Mathematics

BIG IDEA: WRITING PROCESS

Standard 1: Prewriting

Your child should be able to use prewriting strategies to generate ideas and formulate a plan.

Standard 2: Drafting

Your child should be able to write a draft appropriate to the topic, audience, and purpose.

Standard 3: Revising

Your child should be able to revise and refine the draft for clarity and effectiveness.

Standard 4: Editing for Language Conventions

Your child should be able to edit and correct the draft for standard language conventions.

Standard 5: Publishing

Your child should be able to write a final product for the intended audience.

BIG IDEA: WRITING APPLICATIONS

Standard 1: Creative

Your child should be able to develop and demonstrate creative writing.

Standard 2: Informative

Your child should be able to develop and demonstrate technical writing that provides information related to real-world tasks.

Standard 3: Persuasive

Your child should be able to develop and demonstrate persuasive writing that is used for the purpose of influencing the reader.

BIG IDEA: COMMUNICATION

Standard 1: Penmanship

Your child should be able to engage in the writing process & write to communicate ideas and experiences.

Standard 2: Listening and Speaking

Your child should be able to effectively apply listening and speaking strategies.

BIG IDEA: INFORMATION & MEDIA LITERACY

Standard 1: Informational Text

Your child should be able to comprehend the wide array of informational text that is a part of our day to day experiences.

Standard 2: Research Process Your child should be able to use a systematic process for the collection, processing, and presentation of information.

Standard 3: Media Literacy Your child should be able to develop and demonstrate an understanding of media literacy as a life skill that is integral to informed decision making.

Standard 4: Technology Your child should be able to develop the essential technology skills for using & understanding conventional & current tools, materials, & processes.

Promotional Requirements for Grade 3 following General Education Curriculum

(Regular Standards): Promotion of students in Grade 3 is based on teacher judgment that the student has met Sunshine State Standards in reading and mathematics indicated by a final grade of "D" or better with all allowable instructional/assessment accommodations as identified in the student's IEP, and: 1. Score a Level 2 or above on the FCAT Reading Sunshine State Standards (SSS) with all allowable instructional and assessment accommodations as identified in the student's IEP; or 2. Complete a student portfolio prepared in accordance with state and district guidelines demonstrating that the student is reading on grade level as determined by mastery of the Sunshine State Standards at a level equal to or above Level 2 performance on FCAT SSS with all allowable instructional/assessment accommodations as identified in the student's IEP; or 3. Successfully complete the district's summer reading school by meeting attendance requirements and by achieving a passing score on a district identified test OR by successfully completing the student portfolio begun during the regular school year; or 4. Meet the requirements of a good cause exemption (s. 1008.25 (6) (b) 5, F.S.). "Students with disabilities who participate in the FCAT and who have an IEP, or a Section 504 plan that reflects that the student has received the intensive remediation in reading as required by paragraph (4) (b), for more than two years, but still demonstrate a deficiency in reading and was previously retained in kindergarten, Grade 1, Grade 2, or Grade 3." More than two years of intensive remediation in reading must be documented for the student.*

BIG IDEA 1:

Your child should be able to develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.

BIG IDEA 2:

Your child should be able to develop an understanding of fractions and fraction equivalence.

BIG IDEA 3:

Your child should be able to describe and analyze properties of two-dimensional shapes.

Supporting Idea 4: Algebra

MA.3.A.4.1 Create, analyze, and represent patterns and relationships using words, variables, tables, and graphs.

Supporting Idea 5: Geometry & Measurement

MA.3.G.5.1 Select appropriate units, strategies, and tools to solve problems involving perimeter.

MA.3.G.5.2 Measure objects using fractional parts of linear units such as $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{10}$.

MA.3.G.5.3 Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.

Supporting Idea 6: Number & Operations

MA.3.A.6.1 Represent, compute, estimate, and solve problems using numbers through hundred thousands.

MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.

Supporting Idea 7: Data Analysis

MA.3.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

