



Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Theme		Spotlight Standards: ELA.3.R.1.2
		Supporting Standards: ELA.K12.EE.2.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> summarize the plot and how it develops the theme, using details, from a literary text.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> explain a theme and how it develops, using details, in a literary text.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the setting in a text. <input type="checkbox"/> differentiate between events that are significant and those that are less significant to plot. <input type="checkbox"/> describe the most important events in the order they occurred in a text. <input type="checkbox"/> use the events and details in a text to identify a theme.	I can use these vocabulary words: <input type="checkbox"/> Point of view <input type="checkbox"/> Perspective <input type="checkbox"/> Infer/inference <input type="checkbox"/> Summarize <input type="checkbox"/> Theme <input type="checkbox"/> Plot <ul style="list-style-type: none"> ○ Characters ○ Settings ○ Events ○ Problem ○ Solution
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Teachers please note

Florida B.E.S.T. Binder:


- Sample Texts pp. 57-59

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Informational Text: Structure		Spotlight Standards: ELA.3.R.2.1
		Supporting Standards: ELA.3.R.3.3, ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.3.V.1.1, ELA.K12.EE.4.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> create a product using multiple text structures.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> explain how text features contribute to meaning and identify the text structures of: <ul style="list-style-type: none"> ▪ chronology, ▪ comparison, ▪ cause & effect. <input type="checkbox"/>	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <ul style="list-style-type: none"> <input type="checkbox"/> identify kinds of text features that can be used to clarify information. <input type="checkbox"/> identify how a text feature connects or adds to specific ideas within a text. <input type="checkbox"/> identify signal words that indicate chronology (such as first, next, last). <input type="checkbox"/> identify signal words that indicate cause and effect (such as, as a result, if, then). <input type="checkbox"/> identify signal words that indicate comparison (such as both, difference, same, alike, in contrast). 	I can use these vocabulary words: <ul style="list-style-type: none"> <input type="checkbox"/> text structure <ul style="list-style-type: none"> ○ chronology ○ comparison ○ cause & effect <input type="checkbox"/> text features <ul style="list-style-type: none"> ○ titles ○ headings ○ captions ○ graphs ○ maps ○ glossaries ○ illustrations
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Teachers please note

Florida B.E.S.T. Binder:


- Text Features - pp. 172-173 (Appendix B)
- Text Structures - p. 174 (Appendix B)
- Sample Texts pp. 57-59

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Informational Text: Purpose and Perspective		Spotlight Standards: ELA.3.R.2.3
		Supporting Standards: ELA.K12.EE.2.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> analyze an informational text in order to create a new text with a different purpose.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> explain the development of an author’s purpose in an informational text.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the different purposes for authors writing: <ul style="list-style-type: none"> ○ entertain ○ inform ○ persuade. <input type="checkbox"/> annotate the evidence that supports the author’s purpose. <input type="checkbox"/> identify how the author develops the purpose for writing (eg., text structure, text features).	I can use these vocabulary words: <input type="checkbox"/> purpose <ul style="list-style-type: none"> ○ entertain ○ inform ○ persuade <input type="checkbox"/> annotate <input type="checkbox"/> evidence
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Teachers please note


Florida B.E.S.T. Binder:

- Text Features - p. 172-173 (Appendix B)
- Text Structures - p. 174 (Appendix B)
- Sample Texts by Standard p. 57-59
- Glossary of Terms p. 212-219 (Appendix E)
- Communication through writing types –p. 183 (Appendix C)
- Sample Text by Title- p. 155

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Poetry		Spotlight Standards: ELA.3.R.1.4
		Supporting Standards: ELA.K12.EE.2.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> create different types of poems: free verse, rhymed verse, haiku, and limerick.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> identify types of poems: free verse, rhymed verse, haiku, and limerick.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the structure of poems. <ul style="list-style-type: none"> ○ Identify lines and stanzas in poems. ○ Identify rhyme scheme in poems. ○ Identify syllabic patterns in poems. 	I can use these vocabulary words: <input type="checkbox"/> Line <input type="checkbox"/> Stanza <input type="checkbox"/> Rhythm <input type="checkbox"/> Mood <input type="checkbox"/> Free verse <input type="checkbox"/> Rhymed verse <input type="checkbox"/> Haiku <input type="checkbox"/> Limerick
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

<p>Third Grade ELA</p>	<p>Florida B.E.S.T.</p>
<p>Proficiency Scale</p> <p>Perspective and Point of View</p>	<p>Spotlight Standards: ELA.3.R.1.3</p>
	<p>Supporting Standards: ELA.K12.EE.2.1</p>

<p>4.0 Optional Enrichment</p>	<p>I can:</p> <p><input type="checkbox"/> use an unfamiliar text, explain multiple character perspectives.</p>
<p>3.5</p>	<p><i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i></p>


<p>3.0 </p>	<p>By the end of the year, I will be able to:</p> <p><input type="checkbox"/> explain different characters' perspectives in a literary text.</p>
<p>2.5</p>	<p><i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i></p>


<p>2.0</p>	<p>I can:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the main characters in literary text. <input type="checkbox"/> differentiate between events that are significant and those that are less significant to the plot. <input type="checkbox"/> identify characters' perspectives based on those events. <input type="checkbox"/> annotate words or phrases that indicate a character's: <ul style="list-style-type: none"> ○ traits. ○ feelings. ○ motivations. ○ response to situations. 	<p>I can use these vocabulary words:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotate <input type="checkbox"/> Point of view <input type="checkbox"/> Perspective <input type="checkbox"/> Infer/inference <input type="checkbox"/> Tone <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Summarize <ul style="list-style-type: none"> ○ Characters ○ Narrator ○ Settings ○ Events ○ Problem ○ Solution ○ Traits ○ Feelings ○ Motivations
<p>1.5</p>	<p><i>I have partial success at 2.0 content.</i></p>	

<p>1.0</p>	<p>With help, partial success at score 2.0, content and score 3.0 content.</p>
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<p>0.5</p>	<p><i>With help, I have partial success at 2.0 content.</i></p>
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<p>0</p>	<p>Even with help, no success.</p>
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Third Grade ELA		Florida B.E.S.T.	
Proficiency Scale Paraphrasing and Summarizing		Spotlight Standards: ELA.3.R.3.2a, ELA.3.R.3.2b	
		Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.3.V.1.1	
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4.0 Optional Enrichment	I can: <ul style="list-style-type: none"> <input type="checkbox"/> summarize an unfamiliar literary text to enhance comprehension, including plot and theme. <input type="checkbox"/> make text-to-text, text-to-world, and text-to-self connections <input type="checkbox"/> summarize an unfamiliar informational text to enhance comprehension, using central idea and relevant details <input type="checkbox"/> make text-to-text, text-to-world, and text-to-self connections 		
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>		
3.0 	By the end of the year, I will be able to: <ul style="list-style-type: none"> <input type="checkbox"/> summarize a literary text to enhance comprehension, including plot and theme. <input type="checkbox"/> summarize a literary text to enhance comprehension, using central idea and relevant details for an informational text. 		
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>		
2.0	I can: <ul style="list-style-type: none"> <input type="checkbox"/> differentiate between events that are significant and those that are less significant to the plot. <input type="checkbox"/> describe the most important events in the order they occurred in a text. <input type="checkbox"/> use the events and details in a text to identify a theme. <input type="checkbox"/> identify the main characters in a literary text. <input type="checkbox"/> identify the settings in a text. <input type="checkbox"/> identify relevant details in an informational text. <input type="checkbox"/> identify the central idea of an informational text. 	I can use these vocabulary words: <ul style="list-style-type: none"> <input type="checkbox"/> summarize <input type="checkbox"/> central idea <input type="checkbox"/> relevant details <input type="checkbox"/> theme <input type="checkbox"/> plot <ul style="list-style-type: none"> ○ characters ○ settings ○ events ○ problem ○ solution 	
1.5	<i>I have partial success at 2.0 content.</i>		
1.0	With help, partial success at score 2.0, content and score 3.0 content.		
0.5	<i>With help, I have partial success at 2.0 content.</i>		
0	Even with help, no success.		


Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Literary Elements		Spotlight Standards: ELA.3.R.1.1
		Supporting Standards: ELA.K12.EE.2.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> include character traits, feelings, motivations, and responses to situations to the development of character(s).	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> explain how one or more characters develop throughout the plot in a literary text.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the main characters in a literary text. <input type="checkbox"/> annotate the words or phrases that indicate a character's: <ul style="list-style-type: none"> ○ traits. ○ feelings. ○ motivations. ○ responses to situations. <input type="checkbox"/> explain how one character develops throughout the plot <input type="checkbox"/> explain how more than one character develops throughout the plot	I can use these vocabulary words: <input type="checkbox"/> Theme <input type="checkbox"/> Details <input type="checkbox"/> Development <input type="checkbox"/> Plot <input type="checkbox"/> Perspective <input type="checkbox"/> Point of view <input type="checkbox"/> Traits <input type="checkbox"/> Feelings <input type="checkbox"/> Motivations <input type="checkbox"/> Annotate
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	


Teachers please note
 Florida B.E.S.T. Binder:

- Text Structures pp. 174 (Appendix B)

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Interpreting Figurative Language		Spotlight Standards: ELA.3.R.3.1
		Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.K12.EE.4.1 ELA.3.V.1.1, ELA.3.V.1.3
4.0 Optional Enrichment	I can: <input type="checkbox"/> explain how figurative language contributes to meaning text(s).	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> identify, explain, and determine the meaning of: <ul style="list-style-type: none"> ○ metaphors. ○ personification. ○ hyperbole. ○ figurative language taught in previous grades (simile, alliteration, idiom). 	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the figurative language in poems and texts: <ul style="list-style-type: none"> ○ recognize comparisons. ○ recognize words used to describe human qualities. ○ recognize when something is exaggerated. ○ identify words that sound the same at the beginning. <input type="checkbox"/> identify the type of figurative language (metaphor, personification, hyperbole, etc.). <input type="checkbox"/> identify the meaning of the figurative language.	I can use these vocabulary words: <input type="checkbox"/> metaphor <input type="checkbox"/> personification <input type="checkbox"/> hyperbole <input type="checkbox"/> simile <input type="checkbox"/> alliteration <input type="checkbox"/> idiom
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Comparative Reading		Spotlight Standards: ELA.3.R.3.3
		Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1, ELA.K12.EE.3.1, ELA.3.V.1.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> compare and contrast accounts of the same event or topic using primary and/or secondary sources.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> compare and contrast how two authors present information on the same topic or theme.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify the different authors purpose for writing: <ul style="list-style-type: none"> ○ entertain ○ inform ○ persuade <input type="checkbox"/> identify the text structures the author used: <ul style="list-style-type: none"> ○ chronology, ○ comparison, ○ and/or cause and effect. <input type="checkbox"/> annotate the evidence that supports the author's purpose. <input type="checkbox"/> identify how the author develops the purpose for writing (eg., text structure, text features). <input type="checkbox"/> annotate the evidence that the author is providing.	I can use these vocabulary words: <input type="checkbox"/> Compare <input type="checkbox"/> Contrast <input type="checkbox"/> Topic <input type="checkbox"/> Theme <input type="checkbox"/> Feelings <input type="checkbox"/> Tone
	1.5	<i>I have partial success at 2.0 content.</i>
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Third Grade ELA		Florida B.E.S.T.	
Proficiency Scale Informational Text: Central Idea		Spotlight Standards: ELA.3.R.2.2	
		Supporting Standards: ELA.K12.EE.1.1, ELA.K12.EE.2.1	
4.0 Optional Enrichment	I can: <input type="checkbox"/> create a new text feature that would enhance understanding of the central idea in an informational text.		
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>		
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> identify the central idea and explain how relevant details support that idea in a text.		
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>		
2.0	I can: <input type="checkbox"/> identify the topic of an informational text. <input type="checkbox"/> identify the author's point (what does the author want the reader to understand about the topic?) <input type="checkbox"/> differentiate between details that are more and less relevant to the central idea. <input type="checkbox"/> understand the characteristics of a complete summary: <ul style="list-style-type: none"> • central idea, • appropriately sequenced, • relevant details. 		I can use these vocabulary words: <input type="checkbox"/>
	1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.		
0.5	<i>With help, I have partial success at 2.0 content.</i>		
0	Even with help, no success.		

Third Grade ELA		Florida B.E.S.T.
Proficiency Scale Informational Text: Argument		Spotlight Standards: ELA.3.R.2.4
		Supporting Standards: ELA.K12.EE.2.1
4.0 Optional Enrichment	I can: <input type="checkbox"/> analyze an informational text in order to create a new text with a different claim.	
3.5	<i>I have mastered 3.0 content and help with help I am successful at 4.0 content.</i>	
3.0 	By the end of the year, I will be able to: <input type="checkbox"/> identify an author's claim and explain how an author uses evidence to support the claim.	
2.5	<i>I have mastered 2.0 content and with help I am successful at 3.0 content.</i>	
2.0	I can: <input type="checkbox"/> identify facts <input type="checkbox"/> identify opinions <input type="checkbox"/> annotate the evidence that supports the author's purpose. <input type="checkbox"/> annotate the evidence that the author is providing. <input type="checkbox"/> identify the claims that the author is making.	I can use these vocabulary words: <input type="checkbox"/> Fact <input type="checkbox"/> Opinion <input type="checkbox"/> Claim <input type="checkbox"/> Annotate <input type="checkbox"/> Evidence
1.5	<i>I have partial success at 2.0 content.</i>	
1.0	With help, partial success at score 2.0, content and score 3.0 content.	
0.5	<i>With help, I have partial success at 2.0 content.</i>	
0	Even with help, no success.	

Teachers note:

Florida B.E.S.T. Binder:

- Text Features - pp. 172-173 (Appendix B)
- Text Structures - p. 174 (Appendix B)
- Sample Texts by Standard pp. 57-59 (Appendix B)
- Sample Tests by Title pp. 155 (Appendix B)
- Glossary of Terms pp. 212-219 (Appendix E)
- Communication Through Writing Types pp. 183 (Appendix C)
- Civic Literary Reading List pp. 169 (Appendix B)