

<b>Florida Standards - Third Grade Language Arts</b>	<b>Stickybear's Reading Room</b>	<b>Vocabulary Development</b>	<b>MiddleWare Punctuation Rules</b>	<b>MiddleWare Spelling Rules</b>	<b>Typing Workshop</b>	<b>MiddleWare Reading Comprehensive Series - Geography</b>	<b>MiddleWare Reading Comprehensive Series - U. S. Presidents</b>	<b>MiddleWare Reading Comprehensive Series - History in the Making</b>	<b>Comprehensive Series - International Competition</b>	<b>MiddleWare Reading Comprehensive Series - American Wildlife</b>	<b>MiddleWare Reading Comprehensive Series - Science</b>	<b>MiddleWare Reading Comprehensive Series - Famous People</b>
<b>READING</b>												
The student uses the reading process effectively	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓
<i>uses a table of contents, index, headings, captions, illustrations, &amp; major words to anticipate or predict content &amp; purpose of a reading selection</i>												
<i>selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, &amp; using visual cues, to identify words &amp; construct meaning from various texts, illustrations, graphics, &amp; charts</i>	✓	✓				✓	✓	✓	✓	✓	✓	✓
<i>uses simple strategies to determine meaning &amp; increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, &amp; word relationships</i>	✓	✓				✓	✓	✓	✓	✓	✓	✓
<i>clarifies understanding by rereading, self-correction, summarizing, checking other sources, &amp; class or group discussion</i>						✓	✓	✓	✓	✓	✓	✓
The student contracts meaning from a wide range of texts						✓	✓	✓	✓	✓	✓	✓
<i>reads text &amp; determines the main idea or essential message, identifies relevant supporting details &amp; facts, &amp; arranges events in chronological order</i>						✓	✓	✓	✓	✓	✓	✓

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<i>identifies the author's purpose in a simple text</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>recognizes when a text is primarily intended to persuade</i>												
<i>identifies specific personal preferences relative to fiction &amp; nonfiction reading</i>												
<i>reads &amp; organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, &amp; performing an authentic task</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>recognizes the difference between fact &amp; opinion presented in a text</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>recognizes the use of comparison &amp; contrast in a text</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>selects &amp; uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, &amp; photos, to gather information for research projects</i>	✓					✓	✓	✓	✓	✓	✓	✓
<b>WRITING</b>												
<b>The student uses writing processes effectively</b>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, &amp; identifying the purpose for writing</i>						✓	✓	✓	✓	✓	✓	✓
<i>drafts &amp; revises writing in cursive</i>						✓	✓	✓	✓	✓	✓	✓
<i>produces final documents that have been edited for</i>						✓	✓	✓	✓	✓	✓	✓
<b>The student writes to communicate ideas and information effectively</b>	✓				✓	✓	✓	✓	✓	✓	✓	✓
<i>writes notes, comments, &amp; observations that reflect comprehension of content &amp; experiences form a variety of media</i>	✓		✓	✓								
<i>organizes information using alphabetical &amp; numerical systems</i>						✓	✓	✓	✓	✓	✓	✓
<i>writes for a variety of occasions, audiences, and purposes</i>			✓	✓		✓	✓	✓	✓	✓	✓	✓

<i>uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, &amp; verify information</i>	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>create narratives in which ideas, details &amp; events are in logical order &amp; are relevant to the story line</i>			✓	✓		✓	✓	✓	✓	✓	✓	✓
<i>create expository responses in which ideas &amp; details follow an organizational pattern &amp; are relevant to the purpose</i>						✓	✓	✓	✓	✓	✓	✓
<b>LISTENING, VIEWING, &amp; SPEAKING</b>												
<i>The student uses listening strategies effectively</i>	✓											
<i>listen &amp; responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches</i>	✓											
<i>identifies specific personal listening preferences regarding fiction drama, literary nonfiction, &amp; informational presentations</i>												
<i>carries on an extended conversation with a group of friends</i>												
<i>listens attentively to the speaker, including making eye contact &amp; facing the speaker</i>												
<i>responds to speakers by asking questions, making contributions, &amp; paraphrasing what is said</i>												
<i>The student uses viewing strategies effectively</i>												
<i>determines main concept &amp; supporting details in a nonprint media message</i>												
<i>recognizes &amp; responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, &amp; works of art</i>												
<i>The student uses speaking strategies effectively</i>												

<i>speaks clearly at an understandable rate &amp; uses appropriate volume</i>												
<i>asks questions &amp; makes comments &amp; observations to clarify understanding of content, processes, &amp; experiences</i>												
<i>speaks for specific occasions, audiences, &amp; purposes, including conversations, discussions, projects, &amp; informational or imaginative presentations</i>												
<i>uses eye contact &amp; gestures that engage the audience</i>												
<i>participates as a contributor &amp; occasionally acts as a leader in a group discussion</i>												
<i>organizes a speech using a basic beginning, middle, &amp; end</i>												
<b>LANGUAGE</b>												
The student understands the nature of language	✓	✓										
<i>understands that there are patterns &amp; rules in the syntactic structure, symbols, sounds, &amp; meanings conveyed through the English language</i>	✓											
<i>understand that language formality varies according to situations &amp; audiences</i>		✓										
The student understands the power of language	✓	✓				✓	✓	✓	✓	✓	✓	✓
<i>understands that word choices can shape reactions, perception, &amp; beliefs</i>	✓	✓				✓	✓	✓	✓	✓	✓	✓
<i>identifies &amp; refers to symbol, theme, simile, alliteration, &amp; assonance in oral &amp; written texts</i>												
<i>recognizes different techniques used in media messages &amp; their purposes</i>						✓	✓	✓	✓	✓	✓	✓
<i>selects &amp; uses appropriate technologies to enhance efficiency and effectiveness of communication</i>												
<i>understands that a variety of messages can be conveyed through mass media</i>												
<b>LITERATURE</b>												

The student understands the common features of a variety of literary forms	✓					✓	✓	✓	✓	✓	✓	✓
<i>identifies the distinguishing features among fiction, drama, and poetry &amp; identifies the major characteristics of nonfiction</i>												
<i>understands the development of plot &amp; how conflicts are resolved in a story</i>	✓											
<i>knows the similarities &amp; differences among the characters, settings, &amp; events presented in various texts</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>knows that the attitudes &amp; values that exist in a time period affect the works that are written during the time period</i>												
<i>identifies &amp; uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, &amp; assonance</i>						✓	✓	✓	✓	✓	✓	✓
The student responds critically to fiction, nonfiction, poetry, and drama	✓	✓				✓	✓	✓	✓	✓	✓	✓
<i>recognizes cause-&amp;-effect relationships in literary texts</i>	✓					✓	✓	✓	✓	✓	✓	✓
<i>recognizes &amp; explains the effects of language, such as sensory words, rhymes, &amp; choice<sup>4</sup> of vocabulary<sup>6</sup>, &amp; story structure, such as patterns, used in children's texts</i>	✓	✓										
<i>responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life</i>						✓	✓	✓	✓	✓	✓	✓
<i>identifies the major theme in a story or nonfiction text.</i>						✓	✓	✓	✓	✓	✓	✓
<i>forms his or her own ideas about what has what has been reading in a literary text &amp; uses specific information from the text to support these ideas</i>	✓											

Middleware Reading Comprehensive Series - Sports
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