

Grade Level Expectations for the Sunshine State Standards

Language Arts Grades 3-5



F L O R I D A

Department
of Education

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**Sunshine State Standards
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Strand A: Reading

Standard 1: The student uses the reading process effectively.

Benchmark LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.

Grade Level Expectations

The student:

Third

1. uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).
2. uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.

Fourth

1. uses text features to predict content and monitor comprehension (for example, glossary, headings, side-headings, sub-headings; paragraphs; print variations such as italics, bold face, underlines).
2. uses prior knowledge integrated with text features to generate questions and make predictions about content of text.

Fifth

1. extends previously learned prereading knowledge and skills of the fourth grade with increasingly complex reading texts and assignments and tasks.

Benchmark LA.A.1.2.2: The student selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues to identify words and construct meaning from various texts, illustrations, graphics, and charts.

Grade Level Expectations

The student:

Third

1. uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).
2. uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.
3. makes, confirms, and revises predictions.

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4. uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).
5. establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).

Fourth

1. extends previously learned knowledge and skills of the third grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).

Fifth

1. refines previously learned knowledge and skills of the fourth grade with increasingly complex reading selections and assignments and tasks (for example, decoding, context clues, predicting, variety of word structure, constructing meaning, purposes of reading).

Benchmark LA.A.1.2.3: The student uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships.

Grade Level Expectations

The student:

Third

1. uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).
2. discusses meanings of words and develops vocabulary through meaningful real-world experiences.
3. develops vocabulary by reading independently and using reference books.

Fourth

1. uses a variety of strategies to determine meaning and increase vocabulary (for example, multiple meaning words, antonyms, synonyms, word relationships, root words, homonyms).
2. develops vocabulary by reading independently.
3. develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.

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Fifth

1. uses a variety of strategies to determine meaning and increase vocabulary (for example, homonyms, homophones, prefixes, suffixes, word-origins, multiple meanings, antonyms, synonyms, word relationships).
2. develops vocabulary by reading independently.
3. develops vocabulary by listening to, reading, and discussing both familiar and conceptually challenging selections.
4. uses resources and references such as dictionary, thesaurus, and context to build word meanings.
5. identifies, classifies, and demonstrates knowledge of levels of specificity among fifth-grade or higher level words from a variety of categories.

Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

Grade Level Expectations

The student:

Third

1. uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).

Fourth

1. uses a variety of strategies to monitor reading in fourth-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, questioning whether text makes sense, searching for cues, identifying miscues).

Fifth

1. uses a variety of strategies to monitor reading in fifth-grade or higher level texts (for example, adjusting reading rate according to purpose and text difficulty, rereading, self-correcting, summarizing, checking other sources, class and group discussions, trying an alternate word).

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Standard 2: The student constructs meaning from a wide range of texts.

Benchmark LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

Grade Level Expectations

The student:

Third

1. understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).

Fourth

1. understands explicit and implicit ideas and information in fourth-grade or higher texts (for example, knowing main idea or essential message, connecting important ideas with corresponding details, making inferences about information, distinguishing between significant and minor details, knowing chronological order of events).

Fifth

1. extends previously learned knowledge and skills of the fourth grade level with increasingly complex reading texts and assignments and tasks (for example, explicit and implicit ideas).

Benchmark LA.A.2.2.2: The student identifies the author's purpose in a simple text.

Grade Level Expectations

The student:

Third

1. identifies author's purpose in a simple text.

Fourth

1. identifies and discusses the author's purpose in text.

Fifth

1. describes author's purpose and describes how an author's perspective influences the text.

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Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade.

Grade Level Expectations

The student:

Third

1. recognizes when a text is intended primarily to persuade.

Fourth

1. recognizes text that is written primarily to persuade.
2. distinguishes between informational and persuasive texts.

Fifth

1. knows characteristics of persuasive text.

Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading.

Grade Level Expectations

The student:

Third

1. knows personal preferences for literary texts (for example, novels, stories, poems).
2. knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews).

Fourth

1. uses knowledge of author's styles, themes, and genres to choose own reading.

Fifth

1. uses a variety of criteria to choose own reading (for example, author's style, themes, knowledge of genres, text difficulty, recommendations of others).

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Benchmark LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

Grade Level Expectations

The student:

Third

1. reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).

Fourth

1. reads and organizes information (for example, in outlines, timelines, graphic organizers) throughout a single source for a variety of purposes (for example, discovering models for own writing, making a report, conducting interviews, taking a test, performing a task).

Fifth

1. reads and organizes information from multiple sources for a variety of purposes (for example, supporting opinions, predictions, and conclusions; writing a research report; conducting interviews; taking a test; performing tasks).

Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.

Grade Level Expectations

The student:

Third

1. knows the difference between a fact and an opinion.

Fourth

1. identifies examples of fact, fiction, or opinion in text.

Fifth

1. extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, differences between fact, fiction, opinion).

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Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.

Grade Level Expectations

The student:

Third

1. understands the use of comparison and contrast within a selection.

Fourth

1. understands a variety of textual organizations (for example, comparison and contrast, cause-and-effect, sequence of events).
2. recognizes comparison or contrast in a text and understands how it impacts the meaning of a text.

Fifth

1. extends the expectations of the fourth grade with increasingly complex reading selections, assignments and tasks (for example, textual organization, comparison and contrast).

Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.

Grade Level Expectations

The student:

Third

1. uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).

Fourth

1. uses a variety of reference materials to gather information, including multiple representations of information for a research project (for example, maps, charts, photos).
2. uses a systematic research process (including but not limited to selects a topic, formulates questions, narrows the focus of a topic, develops a plan for gathering information).

Fifth

1. extends previously learned knowledge and skills of the fourth grade with increasingly complex texts and assignments and tasks (for example, using reference materials and processes).

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Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmark LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

Grade Level Expectations

The student:

Third

1. uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).

Fourth

1. uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping ideas, grouping related ideas, keeping a notebook of ideas, observing surroundings, answering questions posed by others).
2. establishes a purpose for writing (including but not limited to explaining, informing, telling a story, making a request).

Fifth

1. uses a variety of strategies to prepare for writing (for example, brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, taking notes).
2. establishes a purpose for writing (including but not limited to informing, entertaining, explaining).

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Benchmark LA.B.1.2.2: The student drafts and revises writing in cursive that

- *focuses on the topic;*
- *has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices;*
- *has ample development of supporting ideas;*
- *demonstrates a sense of completeness or wholeness;*
- *demonstrates a command of language including precision in word choice;*
- *generally has correct subject/verb agreement;*
- *generally has correct verb and noun forms;*
- *with few exceptions, has sentences that are complete, except when fragments are used purposefully;*
- *uses a variety of sentence structures; and*
- *generally follows the conventions of punctuation, capitalization, and spelling.*

Grade Level Expectations

The student:

Third

1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses an organizational pattern having a beginning, middle, and end (including but not limited to organizing ideas sequentially or around major points of information).
3. uses supporting ideas and specific information that clearly relate to the focus.
4. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness.
5. understands the purpose of a first draft (for example, getting ideas on paper).
6. uses effective sentence variety.
7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at third-grade or higher level [see benchmark LA.B.1.2.3 for specifics].
8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

Fourth

1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses an organizational pattern appropriate to purpose and audience.
3. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).

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4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.
5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, choosing effective words, sequencing events; using specific details to clarify meaning).
6. uses varied sentence structures.
7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fourth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].
8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

Fifth

1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses a organizational pattern appropriate to purpose and audience (including but not limited to topic sentences, supporting sentences, and sequence; develops new ideas in separate paragraphs; concludes with effectiveness).
3. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
4. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate the topic.
5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
6. uses varied sentence structures.
7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at fifth-grade or higher level [see benchmark LA.B.1.2.3 for specifics].
8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

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Benchmark LA.B.1.2.3: The student produces final documents that have been edited for

- *correct spelling;*
- *correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks;*
- *correct capitalization of proper nouns;*
- *correct paragraph indentation;*
- *correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and*
- *correct formatting according to instruction.*

Grade Level Expectations

The student:

Third

1. uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication).
2. uses conventions of punctuation (including but not limited to, commas in a series, dates, and addresses; quotation marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations).
3. use principles of agreement in written work (including but not limited to between subject and verb and noun and pronoun).
4. uses parts of speech correctly in written word (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).
5. uses basic features of page format (for example, paragraph indentations, margins).
6. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Fourth

1. uses a variety of strategies (for example, base words and common spelling patterns) and resources (for example, dictionaries and thesauruses) to spell words.
2. uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks).
3. uses conventions of capitalization (including but not limited to proper nouns, titles, first word of a direct quotation).
4. uses various parts of speech correctly in writing (including but not limited to subject and verb agreement, noun and verb forms, demonstrative pronouns, coordinating conjunctions).
5. uses correct paragraph indentation.

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6. uses appropriate page format for different genre.
7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Fifth

1. uses strategies to spell words (for example, using resources such as dictionary or thesaurus to confirm spelling).
2. uses conventions of punctuation (including but not limited to commas in a series, dates, and addresses; beginning and ending quotation marks; hyphens in compound words).
3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, and religions; the heading, salutation, and closing of a letter).
4. uses various parts of speech correctly in written work (including but not limited to using objective and subjective case pronouns, using singular and plural possessive forms of nouns, using common and proper nouns, using correct forms of adjectives, verbs, and adverbs).
5. uses a variety of strategies to format written work (for example, chapter book, reference source, electronic formatting).
6. evaluates own and other's writing (for example, identifying the best features of a piece of writing, determining how own writing achieves its purpose, asking for feedback, responding to classmate's writing).
7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

Standard 2: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.2.1: The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

Grade Level Expectations

The student:

Third

1. writes notes, comments, and observations that reflect comprehension of third-grade or higher level content and experiences from a variety of media.

Fourth

1. writes notes, comments, and observations that reflect comprehension of fourth-grade or higher level content and experiences from a variety of media.

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Fifth

1. writes notes, comments, and observations that reflect comprehension of fifth-grade or higher level content and experiences from a variety of media.

Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems.

Grade Level Expectations

The student:

Third

1. uses simple alphabetical and numerical systems to organize information.

Fourth

1. uses alphabetical and numerical systems (for example, outlining to organize information).

Fifth

1. uses alphabetical and numerical systems (for example, outlining to organize information).

Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.

Grade Level Expectations

The student:

Third

1. writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).

Fourth

1. writes for a variety of occasions, audience, and purposes (for example, journals to reflect upon ideas, reports to describe scientific observations).

Fifth

1. writes for a variety of occasions, audiences, and purposes (for example, letters to persuade or request, humorous or suspenseful stories to entertain, instructions to inform).

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Benchmark LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

Grade Level Expectations

The student:

Third

1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).

Fourth

1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).

Fifth

1. uses electronic technology (including but not limited to word-processing software, electronic encyclopedias) to create, revise, retrieve, and verify information.

Benchmark LA.B.2.2.5: The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.

Grade Level Expectations

The student:

Third

1. attempts to establish a single story focus on a topic through the use of suspense, humor, creativity or fantasy.
2. exhibits an awareness of topic with little irrelevant information.
3. attempts to develop a story line that is easy to follow and paraphrase.
4. generally chooses specific detail and adequate word choice to support the story line.
5. attempts to create a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).
6. attempts to use transitions to move the narrative story forward in time.
7. generally creates a sense of story completeness.
8. attempts to use varied sentences within the story.

Fourth

1. creates a central focus through the use of suspense, humor, creativity, or fantasy.
2. exhibits a consistent awareness of topic with little or not irrelevant information.

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3. develops a story line that is easily followed.
4. chooses specific detail and precise word choice to support the story line.
5. creates a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).
6. uses transitions to move the narrative story forward in time.
7. creates a sense of story completeness.
8. attempts to use a variety of sentence structures to support the story.

Fifth

1. uses strategies to create an effective central theme or focus (suspense, humor, creativity or fantasy).
2. exhibits a consistent awareness of topic with no irrelevant information.
3. develops a story line that is easy to follow and paraphrase.
4. chooses specific detail and precise word choice to work together to support the story line.
5. creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to narrative writing.
6. uses transitions effectively to move the narrative story forward in time.
7. creates a clear sense of story completeness.
8. uses a variety of sentence structures to reinforce the story.

Benchmark LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.

Grade Level Expectations

The student:

Third

1. attempts to focus on an expository topic with little or no irrelevant or repetitious information.
2. develops supporting ideas with information that relates to the focus.
3. develops anecdotes or examples objectively.
4. begins to present facts and examples objectively.
5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).
6. attempts to use appropriate expository transitions to relate ideas.

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7. attempts to use a variety of sentence structures to present ideas.

Fourth

1. attempts to establish a clear focus with little or not irrelevant or repetitious information.
2. develops supporting ideas by presenting facts and information that relate to the focus.
3. develops anecdotes or examples to support and elaborate upon reasons.
4. generally presents facts, examples, and definitions objectively.
5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).
6. uses appropriate expository transitions to relate ideas within and between paragraphs.
7. uses a variety of sentence structures to present ideas.

Fifth

1. establishes a clear, central focus with little or no irrelevant or repetitious information.
2. creates ample development of supporting ideas by presenting facts and information that clearly relate to the focus.
3. develops extended anecdotes or examples to support reasons.
4. presents facts, examples, and definitions objectively.
5. creates a logical organizational pattern (including an effective beginning, middle, end, and transitions) appropriate to expository writing.
6. uses a variety of effective expository transitions to relate ideas within and between paragraphs.
7. uses a variety of sentence structures to reinforce ideas.

Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

Grade Level Expectations

The student:

Third

1. listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.
2. follows multiple-step oral directions.

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Fourth

1. understands information presented orally (for example, key points, details, different interpretations).
2. uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).

Fifth

1. understands information presented orally in a variety of forms (for example, informational speeches, humor, persuasive messages, directions).
2. uses listening strategies in noninteractive settings (for example, assemblies, visual media, formal presentations).

Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

Grade Level Expectations

The student:

Third

1. knows personal listening preferences (for example, poetry, songs, stories, fiction, nonfiction, drama, informational speeches).

Fourth

1. knows personal listening preferences (for example, chapter books/novels, poetry, stories about diverse groups and cultures, nonfiction, drama, informational speeches).

Fifth

1. knows personal listening preferences (for example, audio tapes, radio news, nonfiction, drama, informational speeches).

Benchmark LA.C.1.2.3: The student carries on an extended conversation with a group of friends.

Grade Level Expectations

The student:

Third

1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, group activities, peer conferences, literature groups).

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Fourth

1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, conversations, whole group interactions, discussions).

Fifth

1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, summarizing information from group activities, recognizing different perspectives).

Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker.

Grade Level Expectations

The student:

Third

1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).

Fourth

1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).

Fifth

1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).

Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.

Grade Level Expectations

The student:

Third

1. uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).

Fourth

1. uses strategies to respond to speakers (for example, asking questions, making contributions, summarizing, reflecting on ideas).

Fifth

1. uses strategies to respond to speakers (for example, asking questions, paraphrasing to confirm understanding, summarizing, making contributions, offering feedback).

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Standard 2: The student uses viewing strategies effectively.

Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message.

Grade Level Expectations

The student:

Third

1. understands the main concept and supporting details in nonprint media messages.

Fourth

1. understands the main concept and supporting details in nonprint media messages.

Fifth

1. identifies and explains the main concept and supporting details in a nonprint media message.

Benchmark LA.C.2.2.2: The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

Grade Level Expectations

The student:

Third

1. understands nonverbal cues used in a variety of media (for example, music, color, motion).

Fourth

1. discusses and reacts to nonverbal cues used in a variety of media, (for example, motion pictures, television, advertisements, works of art).

Fifth

1. understands persuasive messages used in nonprint media (for example, television commercials, advertisements, commands, requests).

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Standard 3: The student uses speaking strategies effectively.

Benchmark LA.C.3.2.1: The student speaks clearly at an understandable rate and uses appropriate volume.

Grade Level Expectations

The student:

Third

1. uses strategies to speak clearly (for example, appropriate rate, volume, pitch).

Fourth

1. uses strategies to speak clearly, (for example, rate, volume, tone, projection).

Fifth

1. uses strategies to speak clearly, (for example, rate, volume, phrasing, enunciation).

Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

Grade Level Expectations

The student:

Third

1. asks and responds to questions and makes comments and observations (for example, clarifies ideas, paraphrases information shared by others).

Fourth

1. asks questions and makes comments and observations (for example, clarifies understanding of content, processes, and experiences; seeks the ideas and opinions of others; supports own opinions).

Fifth

1. asks relevant questions and make comments and observations (for example, gives feedback; draws conclusions; reflects on information; clarifies understanding of content, processes, and experiences).

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Benchmark LA.C.3.2.3: The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.

Grade Level Expectations

The student:

Third

1. gives oral presentations for different purposes (including but not limited to reporting, explaining, persuading).

Fourth

1. prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to group discussions, informational or dramatic presentations).

Fifth

1. prepares for and gives presentations for specific occasions, audiences, and purposes (including but not limited to informational or imaginative presentations, research reports, extemporaneous talks).
2. uses visual aids, technology, or demonstrations to support a presentation.

Benchmark LA.C.3.2.4: The student uses eye contact and gestures that engage the audience.

Grade Level Expectations

The student:

Third

1. uses eye contact and gestures that engage the audience.

Fourth

1. uses eye contact and gestures that engage the audience.

Fifth

1. uses nonverbal strategies to engage an audience (for example, eye contact, gestures, posture, facial expressions).

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Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion.

Grade Level Expectations

The student:

Third

1. actively participates in class discussions (for example, asking and responding to questions, explaining information, listening to discussions).

Fourth

1. uses discussion strategies (for example, acting as participant and leader; volunteering relevant information; responding to opinions and ideas of others; summarizing information heard).

Fifth

1. uses discussion strategies (for example, acting as a participant and leader; organizing information for a group; using evidence to support ideas).

Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending.

Grade Level Expectations

The student:

Third

1. expresses thoughts in an organized manner.

Fourth

1. presents a speech in an organized manner (including but not limited to organizing and sequencing details, information, and directions).

Fifth

1. presents a speech in an organized manner (including but not limited to including content appropriate to the audience, using notes or other memory aids, summarizing main points).

**Sunshine State Standards
Grade Level Expectations
Language Arts
Grades 3-5**

Strand D: Language

Standard 1: The student understands the nature of language.

Benchmark LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.

Grade Level Expectations

The student:

Third

1. uses elements of grammar in speech (including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives, verb tenses).

Fourth

1. uses elements of grammar in speech (including but not limited present, past, and future verb tenses; subject-verb agreement; pronouns as subjects).
2. uses sentence variety in speech.

Fifth

1. uses elements of grammar in speech (including but not limited to present, past, future, and progressive verb tenses; subject-verb agreement; pronoun references; word order).
2. uses sentence variety in speech.

Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences.

Grade Level Expectations

The student:

Third

1. uses language appropriate to situation and audience (including but not limited to appropriate vocabulary and examples appropriate to topic and audience).

Fourth

1. varies language according to situation, audience, and purpose (for example, appropriate tone, content, vocabulary).

Fifth

1. varies language according to situation, audience, and purpose (for example, uses appropriate content, examples, vocabulary).

**Sunshine State Standards
Grade Level Expectations
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Standard 2: The student understands the power of language.

Benchmark LA.D.2.2.1: The student understands that word choices can shape reactions; perceptions, and beliefs.

Grade Level Expectations

The student:

Third

1. understands that word choices can shape reactions, perceptions, and beliefs.

Fourth

1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, synonyms, antonyms, figurative language).

Fifth

1. uses appropriate words to shape reactions, perceptions, and beliefs (for example, connotative and idiomatic meanings, synonyms, antonyms, sensory words).

Benchmark LA.D.2.2.2: The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.

Grade Level Expectations

The student:

Third

1. understands similes, symbols, and idiomatic language.

Fourth

1. understands similes, metaphors, analogies, and alliteration.

Fifth

1. extends awareness of similes, metaphors, symbols, analogies, alliteration, and idiomatic language learned in third and fourth grades.

**Sunshine State Standards
Grade Level Expectations
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Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes.

Grade Level Expectations

The student:

Third

1. understands different techniques used in media messages and their purposes.

Fourth

1. uses a technique employed in media messages to achieve a specific purpose.

Fifth

1. uses a technique employed in media messages to achieve a specific purpose.

Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.

Grade Level Expectations

The student:

Third

1. understands the usefulness of various technologies for different tasks.

Fourth

1. uses appropriate available technologies to enhance communication.

Fifth

1. uses appropriate available technologies to enhance communication.

Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media.

Grade Level Expectations

The student:

Third

1. distinguishes fact from opinions in newspapers, magazines, and other media.

Fourth

1. interprets messages conveyed through mass media.

**Sunshine State Standards
Grade Level Expectations
Language Arts
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Fifth

1. understands techniques used to convey messages in mass media (for example, fact and opinion, persuasive devices).

Strand E: Literature

Standard 1: The student understands the common features of a variety of literary forms.

Benchmark LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.

Grade Level Expectations

The student:

Third

1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography).
2. understands the distinguishing features of nonfiction texts (for example, directions, biographies, journals, interviews, magazines, textbooks, technical information).
3. reads a variety of self-selected and assigned literary and informational texts (for example, fiction, drama, poetry, realistic fiction, fables, fantasy, biography, autobiography).

Fourth

1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, biography, historical fiction, chapter books).
2. understands the distinguishing features of nonfiction texts (for example, biography, reference materials, magazines, newspapers).
3. reads a variety of literary and informational texts (for example, fiction, drama, poetry, biography, historical fiction, reference materials, chapter books, magazines, newspapers).

Fifth

1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, folktales, myths, poems, historical fiction, autobiographies).
2. understands the distinguishing features of nonfiction texts (for example, textbooks, letters, scientific studies, magazines).
3. reads a variety of literary and informational texts (for example, fiction, drama, poetry, myths, fantasies, historical fiction, biographies, autobiographies, textbooks, manuals, magazines).

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Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.

Grade Level Expectations

The student:

Third

1. understands the development of plot in a third grade level or higher story.
2. understands how conflict are resolved in a story (including but not limited to problem solution or resolution).
3. makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).

Fourth

1. understands the development of plot in a fourth grade level or higher story.
2. understands how conflicts are resolved in a story, including problem solution or resolution.
3. makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).

Fifth

1. understands the development of plot in a fifth grade level or higher story.
2. understands how conflicts are resolved in a story, including problem solution or resolution.
3. makes inferences and draws conclusions regarding story elements of a fifth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).

Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.

Grade Level Expectations

The student:

Third

1. knows the similarities and differences of characters presented within third grade or higher level selections.
2. knows the similarities and differences of settings presented within third grade or higher level selections.

**Sunshine State Standards
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3. knows the similarities and differences of events presented within third grade or higher level selections.

Fourth

1. knows the similarities and differences of characters presented within and across fourth grade or higher level selections.
2. knows the similarities and differences of settings presented within and across fourth grade or higher level selections.
3. knows the similarities and differences of events presented within and across fourth grade or higher level selections.

Fifth

1. knows the similarities and differences of characters presented within and across fifth grade or higher level selections.
2. knows the similarities and differences of settings presented within and across fifth grade or higher level selections.
3. knows the similarities and differences of events presented within and across fifth grade or higher level selections.

Benchmark LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.

Grade Level Expectations

The student:

Third

1. makes connections between information in texts and stories and historical events.

Fourth

1. knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.

Fifth

1. knows that the attitudes and values that exist in a time period affect stories and informational articles written during that time period.

**Sunshine State Standards
Grade Level Expectations
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Benchmark LA.E.1.2.5: The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

Grade Level Expectations

The student:

Third

1. identifies and uses literary terminology appropriate to third grade or higher level (including theme, simile, alliteration, metaphor).

Fourth

1. identifies and uses literary terminology appropriate to fourth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).

Fifth

1. identifies and uses literary terminology appropriate to fifth grade or higher level (including but not limited to theme, simile, alliteration, metaphor).

Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.

Benchmark LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts.

Grade Level Expectations

The student:

Third

1. recognizes cause-and-effect relationships in literary texts.

Fourth

1. identifies cause-and-effect relationships in literary texts.

Fifth

1. understands cause-and-effect relationships in literary texts.

**Sunshine State Standards
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Benchmark LA.E.2.2.2: The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children's texts.

Grade Level Expectations

The student:

Third

1. recognizes the techniques of language used in children's literature (for example, sensory words, rhymes, choice of vocabulary).
2. recognizes the use of story structure used in children's literature (for example, patterns).

Fourth

1. recognizes the uses of language found in children's literature (for example, sensory words, rhymes, and choice of vocabulary).
2. understands the effects of text structure used in children's literature (for example, rhyme schemes in poetry and story patterns).

Fifth

1. understands how the author's choices of language (for example, sensory words and vocabulary choice) and story structure (for example, rhymes, and story patterns) contribute to the overall quality of a literary work.

Benchmark LA.E.2.2.3: The student 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.

Grade Level Expectations

The student:

Third

1. responds to literature by explaining how the motives of the characters compare with those of own life.
2. responds to literature by explaining how the causes of events compare with those of own life.

Fourth

1. responds to literature by explaining how the motives of the characters compare with those of own life.
2. responds to literature by explaining how the causes of events compare with those of own life.

**Sunshine State Standards
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Fifth

1. responds to literature by explaining how the motives of the characters compare with those of own life.
2. responds to literature by explaining how the causes of events compare with those of own life.

Benchmark LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text.

Grade Level Expectations

The student:

Third

1. recognizes the major theme in a story.
2. recognizes the major information in a nonfiction text.

Fourth

1. understands the major theme in a story.
2. understands the major information in a nonfiction text.

Fifth

1. knows themes that recur across literary works.
2. identifies the major information in a nonfiction text.

Benchmark LA.E.2.2.5: The student forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

Grade Level Expectations

The student:

Third

1. uses specific information from text to defend interpretations.

Fourth

1. forms ideas about what has been read in a literary text and uses specific information from the text to support these ideas.

Fifth

1. uses specific information from text to support ideas about content in literary texts (for example, advancing judgments; referring to text, other works, other authors, nonprint media, and personal knowledge to support ideas).



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