

I can read words by using what I know about letters and sounds.

RF

### **RF.3.3**

**I can show what I have learned about letters and sounds by figuring out words.**

#### RF.3.3.A

I can find and tell the meanings of most common prefixes and suffixes.

RF.3.3.B

I can read words with  
common Latin suffixes.

RF.3.3.C

I can read words with more  
than one syllable.

RF.3.3.D

I can read third grade words  
that aren't spelled the way  
they sound.

I can read and understand books at my level well.

**RF.3.4**  
**I can fluently read and understand books at my level well.**

RF.3.4.A  
I can read and understand third grade books.

RF.3.4.B

I can read third grade books and poems aloud like a teacher would read them.

RF.3.4.C

I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

I can read, understand and talk about the fiction stories I read.

RL

**RL.3.1**

**I can ask and answer questions to show that I understand the stories that I am reading.**

**RL.3.1**

**I can find the answers to specific questions within the stories that I read.**

**RL.3.2**

**I can remember and retell different kinds of stories from many cultures.**

### **RL.3.2**

**I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.**

### **RL.3.3**

**I can describe characters in stories and explain how their actions affect the story.**

### **RL.3.4**

**I can figure out the meanings of words or groups of words in stories by thinking about how they are used.**

### **RL.3.4**

**I can tell the difference between literal and nonliteral language when I read.**

### **RL.3.5**

**I can write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).**

### **RL.3.6**

**I can tell the difference between what I think and what the author or characters might think in a story.**

**RL.3.7**

**I can explain how the author uses illustrations to help the meaning in a story.**

**RL.3.9**

**I can compare and contrast stories written by the same author about the same or similar characters.**

**RL.3.10**

**I can read and understand third grade stories, plays and poems by myself.**

I can read, understand  
and talk about the  
nonfiction text I read.

RI

**RI.3.1**

**I can ask and answer  
questions to show that I  
understand the information  
that I am reading.**

**RI.3.1**

**I can find the answers to  
specific questions within  
informational text that I  
read.**

**RI.3.2**

**I can figure out the main idea of information I read.**

**RI.3.2**

**I can talk about the most important details in the information I read and how they support the main idea.**

**RI.3.3**

**I can describe how some historical events are related.**

**RI.3.3**

**I can describe how some scientific ideas are related.**

**RI.3.3**

**I can describe how the steps in a set of directions is related.**

**RI.3.4**

**I can figure out the meanings of words and phrases in science and social studies texts.**

### **RI.3.5**

**I can use the parts of a text that stand out to find information quickly.**

### **RI.3.5**

**I can use search tools on the computer to find information quickly.**

### **RI.3.6**

**I can tell the difference between what I think and what an author writes in informational texts.**

### **RI.3.7**

**I can show what I have learned from informational text and illustrations by answering questions about where, when, why and how.**

### **RI.3.8**

**I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.**

### **RI.3.9**

**I can compare and contrast the most important ideas and details in two pieces of information about the same topic.**

**RI.3.10**

**I can read and understand  
3rd grade informational  
texts by myself.**

I can write different  
types of writing for  
different reasons.

W

**W.3.1**

**I can write to share my  
opinion and give reasons to  
support that opinion.**

W.3.1.A

I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.

W.3.1.B

I can give reasons to support my opinion in my writing.

W.3.1.C

I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.

W.3.1.D

I can write a conclusion  
(ending) to my opinion piece.

**W.3.2**

**I can write to inform and  
explain ideas to others  
clearly.**

W.3.2.A

I can write an informative text  
that introduces my topic and  
then groups related  
information together.

### W.3.2.A

I can include illustrations in my writing to help others understand my topic better.

### W.3.2.B

I can write about a topic using facts, definitions and details.

### W.3.2.C

I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.

W.3.2.D

I can write conclusions  
(endings) to my informative  
pieces of writing.

**W.3.3**

**I can write organized  
stories that have lots of  
details.**

W.3.2.D

I can write conclusions  
(endings) to my informative  
pieces of writing.

### **W.3.3**

**I can write organized stories that have lots of details.**

#### W.3.3.A

I can write stories from different points of view that have characters and a plot.

#### W.3.3.B

I can use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.

W.3.3.C

I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.

W.3.3.D

I can write conclusions (endings) to my stories.

I can make my writing better and get it ready for others to read.

W

**W.3.5**

**I can plan, revise and edit my writing with the help of peers and adults.**

**W.3.6**

**I can use technology to create and publish my writing.**

**W.3.6**

**I can use technology to communicate and work with others.**

I can use research to learn more about a topic and present it to others.

W

### **W.3.7**

**I can do short research projects to help me learn more about a topic.**

### **W.3.8**

**I can remember what I have learned or find new information from books or technology to help me with my research.**

**W.3.10**

**I can write for short time frames or over a longer period of time depending on my purpose, audience and topic.**

I can have and understand conversations with all kinds of people.

**SL.3.1**

**I can successfully participate in discussions.**

SL.3.1.A

I can come to discussions prepared to share my ideas because I have read or studied what I needed to.

SL.3.1.B

I can listen, wait to speak until it's my turn and be respectful of others when I am having discussions.

SL.3.1.C

I can ask questions to help me understand discussions, stay on topic and to help me to connect my ideas with other people's ideas.

SL.3.1.D

I can explain my own thinking  
and ideas after a discussion.

SL

**SL.3.2**

**I can figure out the main  
ideas and details of what I  
see and hear.**

**SL.3.3**

**I can ask and answer  
questions about what a  
speaker says so that I can  
talk more about the topic.**

I can share my ideas and  
what I have learned.

**SL.3.4**

**I can give a report or share  
a story or experience with  
important details to help  
others understand.**

**SL.3.4**

**I can speak clearly and at  
an appropriate speed when  
I give a report or share a  
story or experience.**

**SL.3.5**

**I can create engaging recordings of stories or poems to show my fluency in reading.**

**SL.3.5**

**I can create visual presentations to help me share facts and details better.**

**SL.3.6**

**I can speak in complete sentences to make what I am sharing more clear to others.**

I can use proper English  
when I write and speak.

L

### **L.3.1**

**I can show that I know how  
to use words correctly  
when I write and speak.**

#### L.3.1.A

I can explain how nouns,  
pronouns, verbs, adjectives  
and adverbs work in different  
sentences.

L.3.1.B

I can correctly say, write and use all kinds of plural nouns.

L.3.1.C

I can use abstract nouns (e.g., childhood, honesty, courage, faith).

L.3.1.D

I can correctly say, write and use regular and irregular verbs (action words).

L.3.1.E

I can correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).

L.3.1.F

I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.

L.3.1.F

I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.

L.3.1.G

I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.

L.3.1.H

I can use conjunctions in the correct way in my speech and writing.

L.3.1.I

I can say and write simple, compound and complex sentences.

## **L.3.2**

**I can show that I know  
how to write sentences  
correctly.**

### L.3.2.A

I can use capital letters  
correctly when I write titles.

### L.3.2.B

I can use commas correctly in  
addresses.

L.3.2.C

I can use commas and quotation marks correctly when I write dialogue between two people or characters.

L.3.2.D

I can use apostrophes appropriately to show possession.

L.3.2.E

I can spell commonly used words correctly and add suffixes to them.

L.3.2.F

I can use spelling patterns and rules to help me spell new words.

L.3.2.G

I can use a dictionary or other resources to check and correct my spelling.

I can use what I know about language in different situations.

L

### **L.3.3**

**I can write, speak, read and listen by using what I know about the English language.**

#### L.3.3.A

I can choose interesting words and phrases to help others understand my meaning better.

#### L.3.3.B

I can recognize differences between my speaking language and my written language.

I can figure out what words mean and use them in different situations.

L

### **L.3.4**

**I can figure out what words mean by using the strategies I know and by thinking about what I have read.**

#### L.3.4.A

I can use context clues to help me understand new words.

L.3.4.B

I can use prefixes and suffixes that I know to help me understand new words.

L.3.4.C

I can use root words I know to help me understand the meanings of new words.

L.3.4.D

I can use print and computer dictionaries to help me find the meanings of new words.

### **L.3.5**

**I can show that I understand figurative language (e.g. busy as a bee; slow as a snail; you are what you eat).**

### **L.3.5**

**I can figure out how words are related and how their meanings might be similar.**

### **L.3.5.A**

I can tell the difference between literal and nonliteral language when I read.

### L.3.5.B

I can find real-life connections between words and the way they are used (e.g. people who are friendly or helpful).

### L.3.5.C

I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (e.g., knew, believed, suspected, heard, wondered).

### L.3.6

**I can use the new words and phrases I have learned in different ways to show that I know what they mean.**

I can write and solve problems using multiplication and division.

OA

### **3.OA.A.1**

**I can understand multiplication by thinking about groups of objects.**

### **3.OA.A.2**

**I can understand division by thinking about how one group can be divided into smaller groups.**

### **3.OA.A.3**

**I can use what I know about multiplication and division to solve word problems.**

### **3.OA.A.4**

**I can find the missing number in a multiplication or division equation.**

### **3.OA.B.5**

**I can use the Commutative property of multiplication.  
(I know that if  $6 \times 4 = 24$ ,  
then  $4 \times 6 = 24$ .)**

### **3.OA.B.5**

**I can use the Associative property of multiplication. (To figure out  $3 \times 5 \times 2$ , I can multiply  $3 \times 5 = 15$ , then  $15 \times 2 = 30$  OR multiply  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ .)**

### **3.OA.B.5**

**I can use the Distributive property of multiplication. (To figure out  $8 \times 7$ , I can think of  $8 \times (5 + 2)$  which means  $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$ .)**

### **3.OA.B.6**

**I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out  $32 \div 8$  because I know that  $8 \times 4 = 32$ .)**

### **3.OA.C.7**

**I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.**

### **3.OA.D.8**

**I can solve two-step word problems that involve addition, subtraction, multiplication and division.**

### **3.OA.D.8**

**I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.**

### **3.OA.D.8**

**I can use mental math to figure out if the answers to two-step word problems are reasonable.**

### **3.OA.D.9**

**I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.**

I can use what I know about place value and operations (+, -,  $\times$ ,  $\div$ ) to solve problems with larger numbers.

NBT

### **3.NBT.A.1**

**I can use place value to help me round numbers to the nearest 10 or 100.**

### **3.NBT.A.2**

**I can quickly and easily add and subtract numbers within 1000.**

### **3.NBT.A.3**

**I can multiply any one digit whole number by a multiple of 10 (6 x 90, 4 x 30).**

I can understand fractions.

NF

### **3.NF.A.1**

**I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.**

### **3.NF.A.2**

**I can understand a fraction as a number on the number line by showing fractions on a number line diagram.**

### 3.NF.A.2.A

I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.

### 3.NF.A.2.B

I can show a fraction on a number line by marking off equal parts between two whole numbers.

### **3.NF.A.3**

**I can understand how some different fractions can actually be equal.**

### **3.NF.A.3**

**I can compare fractions by reasoning about their size.**

#### 3.NF.A.3.A

I can understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.

#### 3.NF.A.3.B

I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.

3.NF.A.3.C

I can show whole numbers as fractions. ( $3 = 3/1$ )

3.NF.A.3.C

I can recognize fractions that are equal to one whole. ( $1 = 4/4$ )

3.NF.A.3.D

I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.

I can solve problems that involve measurement and estimation.

MD

**3.MD.A.1**  
**I can tell and write time to the nearest minute.**

**3.MD.A.1**  
**I can measure time in minutes.**

### **3.MD.A.1**

**I can solve telling time word problems by adding and subtracting minutes.**

### **3.MD.A.2**

**I can measure liquids and solids with grams (g), kilograms (kg) and liters (l).**

### **3.MD.A.2**

**I can use addition, subtraction, multiplication and division to solve word problems about mass or volume.**

I can understand how information is shared using numbers.

MD

### **3.MD.B.3**

**I can make a picture or bar graph to show data and solve problems using the information from the graphs.**

### **3.MD.B.4**

**I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.**

I can understand area.

MD

### **3.MD.C.5**

**I can understand that one way to measure plane shapes is by the area they have.**

#### 3.MD.C.5.A

I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.

3.MD.C.5.B

I can cover a plane shape with square units to measure its area.

**3.MD.C.6**

**I can measure areas by counting unit squares (square cm, square m, square in, square ft.).**

**3.MD.C.7**

**I can understand area by thinking about multiplication and addition.**

### 3.MD.C.7.A

I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.

### 3.MD.C.7.B

I can solve real world problems about area using multiplication.

### 3.MD.C.7.C

I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths and  $b+c$  is the sum of  $a \times b$  and  $a \times c$ ).

MD

3.MD.C.7.D

I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.

I can understand  
perimeter.

MD

**3.MD.D.8**

**I can solve real world math problems using what I know about how to find the perimeter of shapes.**

I can understand shapes better by using what I notice about them.

G

### **3.G.A.1**

**I can place shapes into categories depending upon their attributes (parts).**

### **3.G.A.1**

**I can name a category of many shapes by looking at their attributes (parts).**

### **3.G.A.1**

**I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares.**

### **3.G.A.2**

**I can divide shapes into parts with equal areas and show those areas as fractions.**

