

3rd Grade Reading

Foundational Skills

“I Can” Statements

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

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

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

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

I can read words with common Latin suffixes.

I can read words with more than one syllable.

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

I can read and understand books at my level well.

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

I can read and understand third grade books.

I can read third grade books and poems aloud fluently, like a teacher.

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

3rd Grade Reading

Fiction/Literature

“I Can” Statements

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

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

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

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

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

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

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

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

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

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

I can describe how new parts of fiction stories build on the parts that have already happened.

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

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

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

I can read and understand third grade stories, plays and poems independently.

3rd Grade Reading

**Nonfiction/
Informational Text**

“I Can” Statements

*I can read, understand and talk about
nonfiction texts.*

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

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

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

I can figure out the main idea of informational texts I read.

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

I can describe how some historical events are related to each other.

I can describe how some scientific ideas are related to each other.

I can describe how the steps in a set of directions are related to each other.

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

I can use the parts of a text that stand out (chapter & section titles, bold words, etc.) to find information quickly.

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

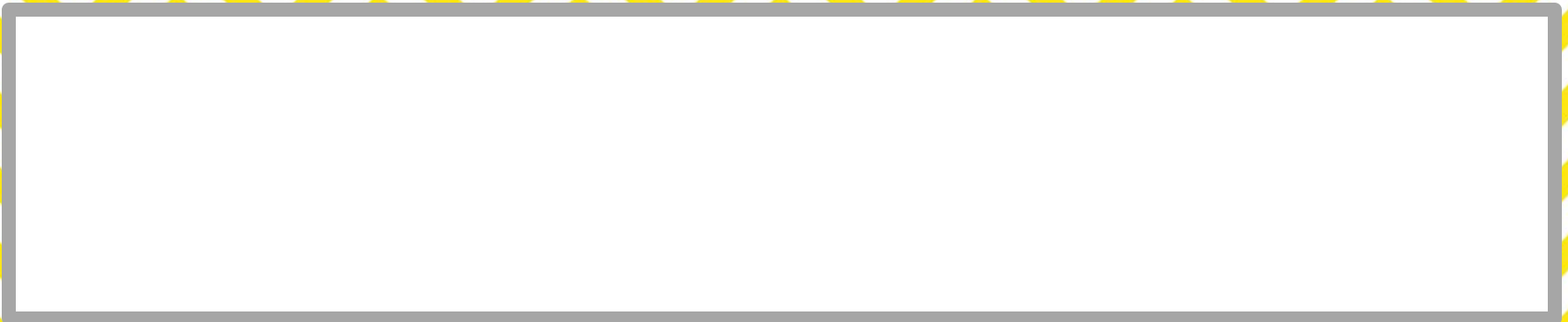
I can tell the difference between my opinions and what an author writes in informational texts.

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

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

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

I can read and understand 3rd grade informational texts independently.



3rd Grade

Writing

“I Can” Statements

I can create different types of writing for different reasons.

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

I can write my opinion piece in an organized way with an introduction followed by reasons to support my opinion.

I can give logical reasons that support my opinion in my writing.

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

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

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

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

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

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

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

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

I can write organized stories that have lots of details.

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

I can use dialogue between the characters in my stories.

I can describe the actions and feelings of characters in my stories to help others understand the plots of the stories.

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

I can write logical conclusions (endings) to my stories.

I can stay focused and organized in all different types of writing.

I can write for different purposes, audiences and topics.

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

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

I can use technology to create and publish my writing.

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.

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

I can remember what I have learned to help me with my research.

I can find new information from books or technology to help me with my research.

I can take notes to help me organize the research in my writing.

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

3rd Grade

Speaking & Listening

“I Can” Statements

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

*I can be successful when I participate in
discussions.*

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

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

I can ask questions to help me understand discussions and stay on topic when I speak.

I can ask questions during discussions to help me connect my ideas with other people's ideas.

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

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

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

I can share my ideas and what I have learned.

I can give a report to help others understand a topic better.

I share a story or experience with important details to help others understand me better.

I can speak clearly and at an appropriate speed when I am speaking in front of others.

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

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

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

A large, empty rectangular box with a gray border, intended for writing or drawing.A large, empty rectangular box with a gray border, intended for writing or drawing.

3rd Grade

Language

“I Can” Statements

I can use proper English when I write and speak.

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

I can explain how parts of speech (nouns, pronouns, verbs, adjectives and adverbs) work in different sentences.

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

*I can understand and use abstract nouns
(those that I can't see or touch).
(ex: childhood, honesty, courage, faith)*

I can correctly say, write and use all kinds of verbs (action words).

I can correctly say, write and use different verb tenses.

(ex: I walked; I walk; I will walk)

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

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.

I can correctly use comparative and superlative adjectives and adverbs correctly when I talk and write.

*I can use conjunctions in the correct way when I talk and write.
(ex: for, and, nor, but, or, yet, so, if, etc)*

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

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

I can use capital letters correctly when I write titles.

I can use commas correctly in addresses.

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

I can use apostrophes correctly to show possession.

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

I can use patterns I know and rules I have learned to help me spell new words.

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.

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

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

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.

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

I can use clues from what I understand in a sentence to help me figure out new words.

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

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

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

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

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

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

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

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

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

