"I Can" Read

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

- ☐ 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 Fiction

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

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

☐ 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.

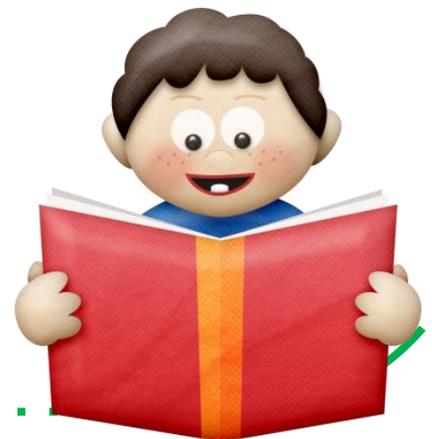## "I Can" Read Nonfiction

(Reading – Informational Text)

I can read, understand and tell about nonfiction.

☐ 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 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

(Writing)

I can write different types of writing for different reasons.

- ☐ 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.

I can write different types of writing for different reasons.

- ☐ 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.3.3.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.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.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.3.8 I can take notes to help me organize the research in my writing.

☐ 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" Share & Listen

(Speaking and Listening)

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.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

(Writing)

I can use proper English when I write and speak.

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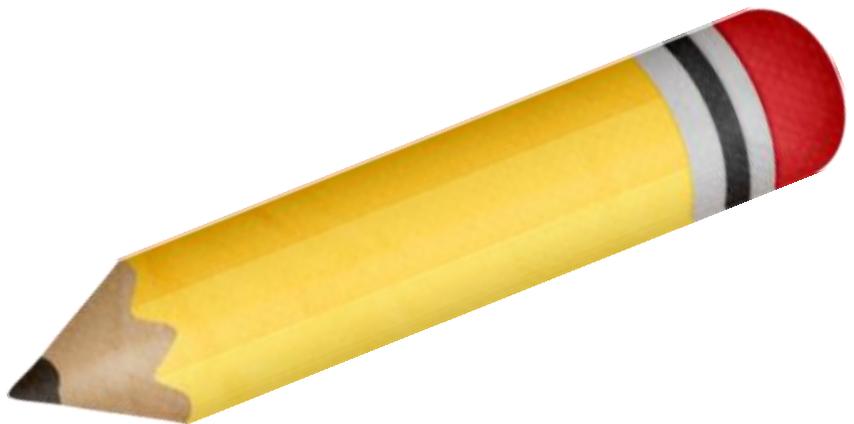
I can use what I know about language in different situations.

☐ L.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.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" Do Math

(Operations & Algebraic Thinking)

I can write and solve problems using multiplication and division.

- ☐ 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 x 4 = 24, then 4 x 6 = 24.)
- ☐ 3.OA.B.5 I can use the Associative property of multiplication. (To figure out 3 x 5 x 2, I can multiply 3 x 5 = 15, then 15 x 2 = 30 OR multiply 5 x 2 = 10, then 3 x 10 = 30.)
- ☐ 3.OA.B.5 I can use the Distributive property of multiplication. (To figure out 8 x 7, I can think of 8 x (5 + 2) which means (8 x 5) + (8 x 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 ÷ 8 because I know that 8 x 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" Do Math

(Numbers & Operations in Base Ten)

I can use what I know about place value and operations (+,-,x,÷) to solve problems with larger numbers.

☐ 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" Do Math

(Numbers & Operations - Fractions)

I can understand fractions.

☐ 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.

☐ 3.NF.A.3.D I can understand that comparing two fractions is only reasonable if they refer to the same whole.

☐ 3.NF.A.3.D I can compare fractions with the symbols >, =, < and prove my comparison by using models.

"I Can" Do Math

(Measurement & Data)

I can solve problems that involve measurement and estimation.

☐ 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.

☐ 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" Do Math

(Geometry)

I can understand area.

☐ 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 x b and a x c).
- ☐ 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.

- ☐ 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.

- ☐ 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.