

# Elmer Wood

## Third Grade “I Can” Statements for California Common Core State Standards

I can refer to the text to answer questions about key details in a story.
I can refer to the text to ask questions about key details in a story.
I can retell the beginning, middle, and ending of a story.
I can tell the message/lesson of the story.
I can explain how the message/lesson of the story is conveyed.
I can tell how the characters act in different situations in the story.
I can explain how the characters' actions affect the events in the story.
I can tell what words/phrases mean in a text.
I can tell the difference between literal and non-literal words/phrases in a text.
I can refer to different parts of the story when speaking about a text.
I can describe how later parts of the story build on previous parts.
I can tell the difference between my own point of view and the narrator's point of view.
I can tell the difference between my own point of view and the characters' points of views.
I can tell how the illustrations help tell the story.
I can tell how the illustrations help set a tone or create a mood.
I can tell how the illustrations help emphasize aspects of character.
I can tell how the illustrations help emphasize aspects of setting.
I can tell how two themes (in books by the same author) are the same or different.
I can tell how two settings (in books by the same author) are the same or different.
I can tell how two plots (in books by the same author) are the same or different.
I can read third grade stories, drama, and poetry.
I can refer to the text to answer questions about key details in a text.
I can refer to the text to ask questions about key details in a text.
I can tell the main idea of a text.
I can tell the important details of a text.
I can tell how important details of a text are connected to the main idea.
I can tell how historical events in a text are alike or connected.
I can tell how scientific ideas in a text are alike or connected.
I can tell how sets of steps in a procedure in a text are alike or connected.
I can use language that refers to time, sequence, and cause/effect when talking about these ideas.
I can figure out the meaning of academic words in a text.
I can figure out the meaning of subject-specific words in a text.
I can use text features to help me understand the text.
I can use search tools to help me find information about a topic.
I can tell the difference between my own point of view and the author's point of view.
I can explain how the illustrations help me understand the text.
I can tell how different words in the text help me understand it.
I can describe the connections between different parts of the text.
I can tell how the text is organized (e.g. comparison, cause/effect, or sequential)

I can tell what is the same about two texts on the same topic.
I can tell what is different about two texts on the same topic.
I can read third grade informational texts.
I can sound out words by themselves.
I can sound out words in text.
I can identify common prefixes and explain what they mean.
I can identify common suffixes and explain what they mean.
I can sound out words with common Latin suffixes.
I can sound out multisyllable words.
I can read third grade irregularly spelled words.
I can read third grade text.
I can understand what I read.
I can explain why I read different kinds of texts.
I can read with accuracy.
I can read with appropriate rate.
I can read with expression.
I can use context to help me confirm/self-correct word recognition when I read.
I can use context to help me confirm/self-correct my understanding when I read.
I can reread the text when necessary.
I can write an opinion piece about a text that supports a point of view with reasons.
I can introduce a topic/text.
I can write my opinion about a topic/text.
I can provide reasons for my opinion.
I can use linking words and phrases to connect my opinion and reasons.
I can write a conclusion to my opinion.
I can write an informative text that examines a topic and conveys ideas clearly.
I can introduce and write about an informational topic.
I can include illustrations that give information about the topic.
I can write facts, definitions, and details about the topic.
I can use linking words and phrases to connect ideas within categories.
I can write a conclusion to my topic.
I can write a real/imagined narrative that includes descriptive details and a clear sequence of events.
I can establish a situation in my narrative writing.
I can introduce the narrator or characters in my narrative writing.
I can tell the events of the story in a natural, logical sequence.
I can include dialogue to help develop the characters and their actions.
I can include details that describe actions, thoughts, and feelings.
I can use words that tell when things happen in the story.
I can write an ending to my story.
I can use a structure appropriate for the writing task and purpose.
I can plan my writing with help from my teacher and friends.
I can revise my writing with help from my teacher and friends.
I can edit my writing with help from my teacher and friends.
I can use digital tools to write.
I can use digital tools to share my writing with my teacher and friends.
I can research information about a topic.
I can remember information from my own experiences to answer a question.
I can gather information from print and digital sources to answer a question.

I can take notes about a topic from information from print and digital sources.
I can sort the information in my notes into categories.
I can write over a longer period of time.
I can write on demand.
I can participate in whole class discussions.
I can participate in a small-group discussion.
I can participate in a partner or one-on-one discussion.
I can prepare for discussions by reading or studying information.
I can follow class conversation norms. (e.g. taking turns listening and speaking)
I can ask questions about the topic to help me understand it.
I can add comments to others' about the topic.
I can explain my own ideas and understanding about the topic.
I can tell the main idea of a text read aloud or presented in diverse media.
I can tell the supporting details of a text read aloud or presented in diverse media.
I can ask questions about information from a speaker.
I can answer questions about information from a speaker.
I can elaborate or add detail to information from a speaker.
I can plan a presentation on a topic/text.
I can give a presentation on a topic/text.
I can include main ideas about the topic/text.
I can include supporting details about the topic/text.
I can organize my ideas in a way that makes sense.
I can use specific vocabulary in my presentation.
I can include a strong conclusion to my presentation.
I can speak so my classmates and teacher can hear me.
I can speak so my classmates and teacher can understand me.
I can create engaging audio recordings of stories or poems that demonstrate clear, fluid reading.
I can use drawings or pictures to enhance my presentation.
I can answer questions in complete sentences to provide more details about my presentation.
I can answer questions in complete sentences to clarify parts of my presentation.
I can write in legible cursive or joined italics.
I can use correct spacing (e.g. margins, space between letters, and space between words).
I can explain the function of a noun in general and in a particular sentence.
I can explain the function of a pronoun in general and in a particular sentence.
I can explain the function of a verb in general and in a particular sentence.
I can explain the function of an adjective in general and in a particular sentence.
I can explain the function of an adverb in general and in a particular sentence.
I can use reciprocal pronouns (one another, each other) in my writing.
I can use reciprocal pronouns (one another, each other) in my speaking.
I can form and use regular and irregular plural nouns in my writing.
I can form and use regular and irregular plural nouns in my speaking.
I can use abstract nouns in my writing.
I can use abstract nouns in my speaking.
I can form and use regular and irregular verbs in my writing.
I can form and use regular and irregular verbs in my speaking.
I can form and use simple verb tenses in my writing.
I can form and use simple verb tenses in my speaking.
I can make sure my subject and verb agree in my writing.

I can make sure my subject and verb agree in my speaking.
I can make sure my pronoun and antecedent agree in my writing.
I can make sure my pronoun and antecedent agree in my speaking.
I can form and use comparative and superlative adjectives in my writing.
I can form and use comparative and superlative adjectives in my speaking.
I can form and use comparative and superlative adverbs in my writing.
I can form and use comparative and superlative adverbs in my speaking.
I can choose between comparative and superlative adjectives and adverbs in my writing.
I can choose between comparative and superlative adjectives and adverbs in my speaking.
I can use coordinating conjunctions in my writing.
I can use coordinating conjunctions in my speaking.
I can use subordinating conjunctions in my writing.
I can use subordinating conjunctions in my speaking.
I can produce simple sentences in my writing.
I can produce simple sentences in my speaking.
I can produce compound sentences in my writing.
I can produce compound sentences in my speaking.
I can produce complex sentences in my writing.
I can produce complex sentences in my speaking.
I can capitalize words in titles.
I can use commas in addresses.
I can use commas and quotation marks in dialogue.
I can form and use possessives.
I can spell high-frequency words.
I can add suffixes to base words to spell words.
I can use spelling patterns and generalizations to spell.
I can use a dictionary to check and correct my spelling.
I can use specific words or phrases for effect in my writing.
I can use specific words or phrases for effect in my speaking.
I can use clues in a sentence to help me figure out the meaning of a word.
I can use my knowledge of affixes to help me figure out what a new word means.
I can use my knowledge of root words to help me figure out what a new word means.
I can use a print or digital glossary to figure out what a word means.
I can use a print or digital dictionary to figure out what a word means.
I can tell the difference between literal and non-literal meanings of words and phrases.
I can tell a connection between a word and its use in real-life.
I can tell the difference between similar words that describe states of mind or degrees of certainty.
I can learn 3 <sup>rd</sup> grade conversational words and phrases.
I can learn 3 <sup>rd</sup> grade academic words and phrases.
I can learn 3 <sup>rd</sup> grade domain-specific words and phrases.
I can use my new words in my writing.
I can use my new words in my speaking.