

“I Can” Read

(Reading – Foundational Skills)

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

(Reading – Foundational Skills)

*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

(Reading – Literature)

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.

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.

“I Can” Read Fiction

(Reading – Literature)

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.

“I Can” Read Fiction

(Reading – Literature)

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)

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

“I Can” Read Fiction

(Reading – Literature)

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 talk about the nonfiction text I read.

RI.3.1

I can ask and 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.

RI.3.2

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

“I Can”

Read Nonfiction

(Reading – Informational Text)

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.

I can describe
how some scientific Ideas are related.

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

“I Can”

Read Nonfiction

(Reading – Informational Text)

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.

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.

“I Can”

Read Nonfiction

(Reading – Informational Text)

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.

“I Can” Write

(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

(Writing)

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.

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.

“I Can” Write

(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 and 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” Write

(Writing)

*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.

I can use technology
to communicate and work with others.

“I Can” Write

(Writing)

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.

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

“I Can” Write

(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.

“I Can”

Share & Listen

(Speaking and Listening)

SL.3.1.C

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

“I Can”

Share & Listen

(Speaking and Listening)

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 & Listen

(Speaking and Listening)

*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.

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

“I Can”

Share & Listen

(Speaking and Listening)

SL.3.5

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.

SL.3.6

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

“I Can”

Use Proper English

(Language)

*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)

“I Can”

Use Proper English

(Language)

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.

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”

Use Proper English

(Language)

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.

“I Can”

Use Proper English

(Language)

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.

“I Can”

Use Proper English

(Language)

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 Proper English

(Language)

*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”

Use Proper English

(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.

“I Can”

Use Proper English

(Language)

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)

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.

“I Can”

Use Proper English

(Language)

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.

“I Can” Do Math

(Operations & Algebraic Thinking)

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 $3 \times 10 = 30$.)

“I Can” Do Math

(Operations & Algebraic Thinking)

3.OA.B.5

I can use the distributive property of multiplication.
(To figure out 8×7 , 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.

“I Can” Do Math

(Operations & Algebraic Thinking)

3.OA.D.8

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

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

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.

“I Can” Do Math

(Numbers & Operations - Fractions)

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.

I can compare fractions by reasoning about their size.

“I Can” Do Math

(Numbers & Operations - Fractions)

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.

$$(3 = 3/1)$$

I can recognize fractions that are equal to one whole.

$$(1 = 4/4)$$

“I Can” Do Math

(Numbers & Operations - Fractions)

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 understand that comparing two fractions is only reasonable if they refer to the same whole.

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.

I can measure time in minutes.

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).

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

“I Can” Do Math

(Measurement & Data)

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

(Measurement & Data)

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.

“I Can” Do Math

(Measurement & Data)

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.

“I Can” Do Math

(Measurement & Data)

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 $a \times c$)

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” Do Math

(Measurement & Data)

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” Do Math

(Geometry)

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).

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

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.