

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE

Reading: Literature	Reading: Informational Text	Foundational Skills
<p><i>I can ask questions about a text to show that I understand what I have read.</i></p> <p><i>I can answer questions about a text to show that I understand what I have read.</i></p> <p><i>I can identify characters in a story.</i></p> <p><i>I can identify parts of a story.</i></p> <p><i>I can refer to parts of a story (chapters, etc.) to describe how the story is organized.</i></p> <p><i>I can read 2nd and 3rd grade texts on my own.</i></p> <p><i>I can answer questions correctly about what I have read.</i></p>	<p><i>I can ask questions about informational text.</i></p> <p><i>I can answer questions about informational text.</i></p> <p><i>I can refer back to the text to find specific facts and information.</i></p> <p><i>I can determine the main idea of informational text.</i></p> <p><i>I can identify the key details of informational text.</i></p> <p><i>I can explain how the details support the main idea of informational text.</i></p> <p><i>I can read 2nd and 3rd grade informational texts with proficiency.</i></p> <p><i>I can answer questions about 2nd and 3rd grade informational text correctly.</i></p>	<p><i>I can separate words into syllables.</i></p> <p><i>I can use clues to understand what I am reading.</i></p> <p><i>I can reread and correct myself when I make a mistake.</i></p>

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE

Speaking and Listening	Language	Writing
<p><i>I can participate in a variety of discussions about grade level topics and/or texts.</i></p> <p><i>I can come to discussions prepared to participate.</i></p> <p><i>I can add to other peoples' ideas and include my own in the discussion.</i></p> <p><i>I can be respectful and follow the rules when I am speaking and listening.</i></p> <p><i>I can ask questions to help me understand the topic of discussion.</i></p> <p><i>I can stay on a topic.</i></p> <p><i>I can ask and answer questions to help me understand what a speaker is saying.</i></p>	<p><i>I can explain the function of nouns and their purpose in a sentence.</i></p> <p><i>I can explain the function of pronouns and their purpose in a sentence.</i></p> <p><i>I can form and use regular plural nouns.</i></p> <p><i>I can form and use irregular plural nouns.</i></p> <p><i>I can identify abstract nouns.</i></p> <p><i>I can use abstract nouns.</i></p> <p><i>I can identify simple, compound, and complex sentences.</i></p> <p><i>I can produce simple sentences.</i></p> <p><i>I can capitalize appropriate words in titles. (Mr., Mrs., Dr., etc.)</i></p> <p><i>I can use commas in addresses.</i></p> <p><i>I can use an apostrophe in possessives (nouns and pronouns).</i></p> <p><i>I can spell grade level high-frequency words correctly.</i></p> <p><i>I can spell regular grade level spelling words correctly.</i></p> <p><i>I can use familiar spelling patterns to help me spell correctly when writing.</i></p> <p><i>I can use word families to help me spell correctly when writing.</i></p> <p><i>I can use syllables to help me spell correctly when writing.</i></p> <p><i>I can use ending rules to help me spell correctly when writing.</i></p> <p><i>I can use reference materials to check and correct spellings.</i></p> <p><i>I can recognize and talk about the difference between spoken language and written standard English.</i></p> <p><i>I can use clues in a sentence to help me figure out the meaning of a word or phrase.</i></p> <p><i>I can use a glossary or a dictionary to help me find the meaning of a word or phrase.</i></p>	<p><i>I can identify story elements.</i></p> <p><i>I can write a story with a setting, characters, and events.</i></p> <p><i>I can organize the events in my story to make it easy to understand.</i></p> <p><i>I can include character dialogue in my story.</i></p> <p><i>I can use quotation marks correctly in character dialogue.</i></p> <p><i>I can describe the actions, thoughts, and feelings of the characters to show their experiences and how they respond to events in the story.</i></p> <p><i>I can use words such as first, next, then, and last to show the order of events.</i></p> <p><i>I can write an ending to my story.</i></p> <p><i>I can get help from my teachers to help develop and organize my writing.</i></p> <p><i>I can develop my writing through the writing process (planning, revising, and editing) with help from my teacher and my peers.</i></p> <p><i>I can edit my work to demonstrate proper conventions and language use.</i></p> <p><i>I can revise my work by adding/deleting words, phrases, and sentences to make my writing better.</i></p> <p><i>I can work with my peers on a variety of writing projects.</i></p> <p><i>I can work on writing over a short period of time (minutes) depending on the topic.</i></p>

		<i>I can work on writing over a long period of time (days) depending on the topic.</i>
--	--	--

English Language Arts – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Reading: Literature	Reading: Informational Text	Foundational Skills
---------------------	-----------------------------	---------------------

<p><i>I can refer back to the text to find my answers.</i></p> <p><i>I can retell a story (including fables, folktales, myths) that I have heard or read.</i></p> <p><i>I can figure out the lesson or moral of the stories I have read.</i></p> <p><i>I can describe character traits and feelings.</i></p> <p><i>I can figure out what an author really means by the words and phrases that are written.</i></p> <p><i>I can read 2nd and 3rd grade texts on my own.</i></p> <p><i>I can answer questions correctly about what I have read.</i></p>	<p><i>I can determine the meaning of words and phrases in informational text.</i></p> <p><i>I can identify and use text features and search tools to locate information.</i></p> <p><i>I can share my own point of view from that of the author.</i></p> <p><i>I can use information from illustrations and words to help me understand the text.</i></p> <p><i>I can read 2nd and 3rd grade informational texts with proficiency.</i></p> <p><i>I can answer questions about 2nd and 3rd grade informational text correctly.</i></p>	<p><i>I can identify and know the meaning of common prefixes.</i></p> <p><i>I can identify and know the meaning of common suffixes.</i></p> <p><i>I can understand words with common Latin suffixes.</i></p> <p><i>I can use clues to understand what I am reading.</i></p> <p><i>I can reread and correct myself when I make a mistake.</i></p>
---	---	--

English Language Arts – Second Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Speaking and Listening	Language	Writing
<p><i>I can participate in a variety of discussions about grade level topics and/or texts.</i></p> <p><i>I can come to discussions prepared to participate.</i></p> <p><i>I can add to other peoples' ideas and include my own in the discussion.</i></p> <p><i>I can be respectful and follow the rules when I am speaking and listening.</i></p> <p><i>I can listen to what others are discussing and add my ideas to the same topic.</i></p> <p><i>I can use pictures/visuals to enhance certain facts or details.</i></p>	<p><i>I can explain the function of verbs and their purpose in a sentence.</i></p> <p><i>I can form and use regular verbs.</i></p> <p><i>I can form and use irregular verbs.</i></p> <p><i>I can form and use simple verb tenses (past, present, future).</i></p> <p><i>I can identify proper use of subject-verb agreement.</i></p> <p><i>I can demonstrate the proper use of subject-verb agreement.</i></p> <p><i>I can identify proper use of pronoun antecedent agreement.</i></p> <p><i>I can demonstrate the proper use of pronoun- antecedent agreement.</i></p> <p><i>I can identify simple, compound, and complex sentences.</i></p> <p><i>I can produce compound sentences.</i></p> <p><i>I can use commas and quotation marks in dialogue.</i></p> <p><i>I can spell grade level high-frequency words correctly.</i></p> <p><i>I can spell regular grade level spelling words correctly.</i></p> <p><i>I can use conventional spelling for adding suffixes to base words.</i></p> <p><i>I can use familiar spelling patterns to help me spell correctly when writing.</i></p> <p><i>I can use word families to help me spell correctly when writing.</i></p> <p><i>I can use syllables to help me spell correctly when writing.</i></p> <p><i>I can use ending rules to help me spell correctly when writing.</i></p> <p><i>I can choose different words and phrases for effect.</i></p> <p><i>I can recognize and talk about the difference between spoken language and written standard English.</i></p> <p><i>I can use clues in a sentence to help me figure out the meaning of a word or phrase.</i></p> <p><i>I can tell the meaning of a word when a prefix/suffix is added.</i></p> <p><i>I can use root words to help me understand new words with the same root.</i></p> <p><i>I can use new vocabulary words that I have learned from reading, speaking, and conversations.</i></p>	<p><i>I can tell the difference between facts and opinions.</i></p> <p><i>I can choose a topic and write a topic sentence that states my opinion.</i></p> <p><i>I can provide several reasons that support my opinion.</i></p> <p><i>I can organize my reasons to support my opinion.</i></p> <p><i>I can use linking words and phrases to connect my opinion and reasons.</i></p> <p><i>I can write a concluding statement about my opinion.</i></p> <p><i>I can work with my peers on a variety of writing projects.</i></p> <p><i>I can work on writing over a short period of time (minutes) depending on the topic.</i></p> <p><i>I can work on writing over a long period of time (days) depending on the topic.</i></p>

English Language Arts – Third Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Reading: Literature	Reading: Informational Text	Foundational Skills
---------------------	-----------------------------	---------------------

<p><i>I can explain how the character's actions affect the story.</i></p> <p><i>I can tell if the words are literal or non-literal.</i></p> <p><i>I can infer what the author or characters might think.</i></p> <p><i>I can tell the difference between what I think and what the author or characters might think.</i></p> <p><i>I can identify the mood of a character or setting.</i></p> <p><i>I can explain how illustrations support the words in the story.</i></p> <p><i>I can explain how illustrations contribute to the mood of the character or setting.</i></p> <p><i>I can compare and contrast the themes of multiple stories written by the same author about the same or similar characters.</i></p> <p><i>I can compare and contrast the settings of multiple stories written by the same author about the same or similar characters.</i></p> <p><i>I can compare and contrast the plots of multiple stories written by the same author about the same or similar characters.</i></p> <p><i>I can read 2nd and 3rd grade texts on my own.</i></p> <p><i>I can answer questions correctly about what I have read.</i></p>	<p><i>I can describe the connection between sentences and paragraphs in a text (comparison, cause and effect, and sequential order).</i></p> <p><i>I can compare and contrast the most important points and key details in two different texts on the same topic.</i></p> <p><i>I can read 2nd and 3rd grade informational texts with proficiency.</i></p> <p><i>I can answer questions about 2nd and 3rd grade informational text correctly.</i></p>	<p><i>I can use clues to understand what I am reading.</i></p> <p><i>I can reread and correct myself when I make a mistake.</i></p>
--	---	---

English Language Arts – Third Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Speaking and Listening	Language	Writing
------------------------	----------	---------

<p><i>I can participate in a variety of discussions about grade level topics and/or texts.</i></p> <p><i>I can come to discussions prepared to participate.</i></p> <p><i>I can add to other peoples' ideas and include my own in the discussion.</i></p> <p><i>I can be respectful and follow the rules when I am speaking and listening.</i></p> <p><i>I can share my ideas and understanding of the key ideas expressed in the discussion.</i></p> <p><i>I can retell details from text read aloud or presented through diverse technologies.</i></p>	<p><i>I can explain the function of adjectives and their purpose in a sentence.</i></p> <p><i>I can identify the comparative and superlative adjectives and adverbs.</i></p> <p><i>I can identify simple, compound, and complex sentences.</i></p> <p><i>I can produce complex sentences.</i></p> <p><i>I can spell grade level high-frequency words correctly.</i></p> <p><i>I can spell regular grade level spelling words correctly.</i></p> <p><i>I can use familiar spelling patterns to help me spell correctly when writing.</i></p> <p><i>I can use word families to help me spell correctly when writing.</i></p> <p><i>I can use syllables to help me spell correctly when writing.</i></p> <p><i>I can use ending rules to help me spell correctly when writing.</i></p> <p><i>I can recognize and talk about the difference between spoken language and written standard English.</i></p> <p><i>I can use clues in a sentence to help me figure out the meaning of a word or phrase.</i></p> <p><i>I can tell the difference between literal and non-literal meanings of words and phrases.</i></p> <p><i>I can identify real-life connections between words and their use.</i></p> <p><i>I can use new vocabulary words that I have learned from reading, speaking, and conversations.</i></p>	<p><i>I can write a topic sentence and sentences that support my topic.</i></p> <p><i>I can include illustrations for better understanding.</i></p> <p><i>I can develop my topic with facts, definitions, and details.</i></p> <p><i>I can use linking words to connect my ideas.</i></p> <p><i>I can write a concluding statement to support my topic.</i></p> <p><i>I can work with my peers on a variety of writing projects.</i></p> <p><i>I can work on writing over a short period of time (minutes) depending on the topic.</i></p> <p><i>I can work on writing over a long period of time (days) depending on the topic.</i></p>
--	---	--

English Language Arts – Fourth Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Reading: Literature	Reading: Informational Text	Foundational Skills
---------------------	-----------------------------	---------------------

<p><i>I can identify parts of a drama/play.</i></p> <p><i>I can refer to the parts of a drama/play (scenes) to describe how the drama is organized.</i></p> <p><i>I can identify a poem.</i></p> <p><i>I can refer to the parts of a poem (stanza/verses) to describe how the poem is organized.</i></p> <p><i>I can read 2nd and 3rd grade texts on my own.</i></p> <p><i>I can answer questions correctly about what I have read.</i></p>	<p><i>I can describe the relationship between a series of historical events.</i></p> <p><i>I can describe the relationship between scientific ideas or concepts in a text.</i></p> <p><i>I can describe the relationship between a series of steps in technical procedures in a text.</i></p> <p><i>I can use language that relates to time, sequence and cause/effect.</i></p> <p><i>I can read 2nd and 3rd grade informational texts with proficiency.</i></p> <p><i>I can answer questions about 2nd and 3rd grade informational text correctly.</i></p>	<p><i>I can read grade level words with irregular spellings.</i></p> <p><i>I can read grade level texts with purpose and understanding.</i></p> <p><i>I can read grade level poetry and prose orally with fluency and expression.</i></p> <p><i>I can use clues to understand what I am reading.</i></p> <p><i>I can reread and correct myself when I make a mistake.</i></p>
---	---	---

English Language Arts – Fourth Marking Period

WHAT STUDENTS NEED TO KNOW AND BE ABLE TO DO IN 3RD GRADE



Speaking and Listening	Language	Writing

<p>I can participate in a variety of discussions about grade level topics and/or texts.</p> <p>I can come to discussions prepared to participate.</p> <p>I can add to other peoples' ideas and include my own in the discussion.</p> <p>I can be respectful and follow the rules when I am speaking and listening.</p> <p>I can record myself reading stories or poems fluently.</p>	<p>I can explain the function of adverbs and their purpose in a sentence.</p> <p>I can explain the function of conjunctions and their purpose in a sentence.</p> <p>I can form and use comparative and superlative adjectives correctly.</p> <p>I can identify the comparative and superlative adverbs.</p> <p>I can identify coordinating conjunctions.</p> <p>I can use coordinating conjunctions correctly.</p> <p>I can identify subordinating conjunctions.</p> <p>I can use subordinating conjunctions.</p> <p>I can identify simple, compound, and complex sentences.</p> <p>I can spell grade level high-frequency words correctly.</p> <p>I can spell regular grade level spelling words correctly.</p> <p>I can use familiar spelling patterns to help me spell correctly when writing.</p> <p>I can use word families to help me spell correctly when writing.</p> <p>I can use syllables to help me spell correctly when writing.</p> <p>I can use ending rules to help me spell correctly when writing.</p> <p>I can recognize and talk about the difference between spoken language and written standard English.</p> <p>I can use clues in a sentence to help me figure out the meaning of a word or phrase.</p> <p>I can tell the difference between meanings of words that are similar, that describe states of mind of certainty (e.g. knew, believed, suspected, heard, wondered).</p> <p>I can use new vocabulary words that I have learned from reading, speaking, and conversations.</p>	<p>I can work with my peers on a variety of writing projects.</p> <p>I can choose a topic, collect facts, and present my research.</p> <p>I can recall information from personal experiences or gather information from a variety of sources to help me research a topic.</p> <p>I can sort this information into categories.</p> <p>I can work on writing over a short period of time (minutes) depending on the topic.</p> <p>I can work on writing over a long period of time (days) depending on the topic.</p>
---	---	---