

3rd Grade

English/Language Arts “I Can Statements”

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| Foundational Skills |
| I can take apart words into beginnings, roots, and endings |
| I can read with feeling and correct my mistakes |
| Reading Informational Text |
| I can find the “big idea” and the details |
| I can answer questions about the text and prove the answers in the text |
| I can explain time order and cause/effect |
| I can see the text the author does |
| I can locate information by using important parts of the text |
| I can tell what words mean based on how they are used |
| I can show what I’ve learned from reading text parts |
| I can describe how text is put together |
| I can compare and contrast important points from different text |
| I can determine the meaning of unfamiliar words or phrases |
| I can figure out the meanings of words I don’t know |
| I can read and understand informational text on a third grade reading level |
| Reading Literature |
| I can answer questions and prove answers using the text |
| I can describe the characters in a story and explain how their actions contribute to the story’s events |
| I can pick out the main message of a story and tell how the story shows it |
| I can tell how the author feels about the topic |
| I can name text parts and explain how they go together |
| I can tell what words mean when they are used in different ways |
| I can use pictures to help me understand the story better |
| I can compare and contrast themes, characters, and plots of stories by the same author |
| I can figure out the meanings of words I don’t know |
| I can determine the meaning of unfamiliar words or phrases |
| I can read and understand informational text on a third grade reading level |
| Writing |
| I can write a paragraph of information |
| I can write a topic sentence |
| I can write detail sentences that go with my topic sentence |
| I can use transition words to link my ideas together and end with a concluding sentence |
| I can write complete sentences with capitals, punctuation, and correct spelling |
| I can write using colorful/describing words |
| I can write how I feel about a topic I know |
| I can write a topic sentence that tells my opinion |
| I can give reasons that prove my opinion |

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| I can use transitional words to give a reason that supports my opinion |
| I can be creative in my word and sentence choices to prove my opinion |
| I can write complete sentences with capitals , punctuation, and correct spelling |
| I can write a paragraph about real or fictional events |
| I can write a paragraph that introduces the setting, characters and/or narrator of a story |
| I can write using quotation marks to show words spoken by a character; describe the thoughts and feelings of characters; connect why a character does what he/she does |
| I can use transition words to show time order. I can use a closing sentence to wrap up my story |
| I can use colorful and describing words |
| I can write complete sentences with capitals, punctuation, and correct spelling |
| I can use different types of text for reflection or research |
| I can plan, revise, and edit my writing with the help of others |
| I can compose and publish a piece of writing using technology (ex. Computers, ipad); work as a team while using technology resources |
| I can create a project from my research |
| I can identify quality resources for research; create a project that includes a bibliography to avoid plagiarism |
| I can write – with different amounts of time given; in any subject; for different purposes, formats, and audiences |
| Speaking and Listening |
| I can participate in a group work by sharing my thoughts and ideas with others |
| I can identify the main idea and supporting details of a presentation |
| I can ask and answer questions with detail about the topic |
| I can speak clearly and fluently while giving meaningful details and facts |
| I can record myself reading clearly and fluently and illustrate my ideas with pictures |
| I can give facts and details in complete sentences to clarify what I mean |
| I can use proper English when speaking |