	Third Grade I Can Statements Checklist: Reading Standards for Literature	
RL.3.1	I can ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.1	I can answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
RL.3.2a	I can analyze literary text development to determine a theme.	
RL.3.2a	I can analyze literary text development to explain how a theme is conveyed through key details in the text.	
RL.3.2b	I can analyze literary text development to retell stories from diverse cultures.	
RL.3.2b	I can analyze literary text development to retell folktales from diverse cultures.	
RL.3.2b	I can hypothesize about the cultural uses of folktales in their cultures of origin.	
RL.3.2b	I can analyze literary text development toretell fables from diverse cultures.	
RL.3.2b	I can analyze literary text development to retell myths from diverse cultures.	
RL.3.3	I can describe characters in a story with detail (e.g., their traits, motivations, or feelings.)	
RL.3.3	I can explain how characters' actions contribute to the sequence of events in a story.	
RL.3.4	I can determine the meaning of an unfamiliar word in a text.	
RL.3.4	I can determine the meaning of words and phrases as they are used in a text.	

RL.3.4	I can distinguish literal from nonliteral language.	
RL.3.4	I can distinguish literal from nonliteral phrases.	
RL.3.4	I can connect nonliteral phrases to various contexts by providing real-life examples that help to explain their intended meanings.	
RL.3.5	I can refer to specific parts of a story using terms such as "chapter" when writing or speaking about a text.	
RL.3.5	I can refer to specific parts of a poem using terms such as "stanza" when writing or speaking about a text.	
RL.3.5	I can create an additional **stanza** for a poem to demonstrate understanding of the meaning of the term.	
RL.3.5	I can refer to specific parts of a drama using terms such as "scene" when writing or speaking about a text.	
RL.3.5	I can compare and contrast **scenes** from a drama in one text and the drama in the film version of a different text to demonstrate understanding of the term.	
RL.3.5	I can describe how each successive part of a story, poem or drama builds on earlier sections of the text.	
RL.3.6	I can describe the difference between points of view in texts, particularly first- and third-person narration.	
RL.3.7	I can explain how specific aspects of a story's illustrations contribute to what is conveyed by the words (e.g., emphasizes aspects of a character.)	
RL.3.7	I can explain how specific aspects of a story's illustrations contribute to what is conveyed by the words (e.g., emphasizes aspects of a setting.	
RL.3.7	I can critique a story's illustrations with an opinion and justification about their effectiveness in helping to convey the message of the text.	
RL.3.8	(Not applicable to literature)	

RL.3.9	I can compare and contrast the themes of two stories written by the same author about the same or similar characters.	
RL.3.9	I can create an artistic representation of the themes of one or more stories written by the same author about the same or similar characters.	
RL.3.9	I can compare and contrast the settings of two stories written by the same author about the same or similar characters.	
RL.3.9	I can compare and contrast the plots of two stories written by the same author about the same or similar characters.	
RL.3.10	By the end of the year, I can read and comprehend literature of 2nd-3rd grade-level complexity independently and proficiently (including stories, drama and poetry.)	
RL.3.10	I can activate prior knowledge and draw on previous experiences in order to make make text-to-self connections and comparisons.	
RL.3.10	I can activate prior knowledge and draw on previous experiences in order to make text-to-text connections and comparisons.	

	Third Grade I Can Statements Checklist: Reading Standards for Informational Text	
RI.3.1	I can ask questions to demonstrate understanding of a text, referring explicitly to the text as athe basis for the answers.	
RI.3.1	I can explain the reasoning behind my questions to demonstrate metacognition, or "thinking about my thinking."	
RI.3.1	I can answer questions to demonstrate understanding of a text, referring explicitly to the text as athe basis for the answers.	
RI.3.2a	I can analyze informational text development to identify the main idea of an informational text.	
RI.3.2a	I can connect the main idea of one informational text to another or to a text from another genre, providing evidence from each text to explain the connection.	
RI.3.2b	I can analyze informational text development to retell the key details of a text and explain how they support the main idea.	
RI.3.3	I can describe the relationship between a series of historical events in a text, using language relating to time, sequence, and cause/effect.	
RI.3.3	I can describe the relationship between a series of scientific ideas or concepts in a text, using language relating to time, sequence, and cause/effect.	
RI.3.3	I can create a visual representation (such as a web or other graphic) to describe in detail the relationship between one key idea or concept in a text, and the others that relate to it.	
RI.3.3	I can describe the relationship between a series of steps in technical procedures in a text, using language relating to time, sequence, and cause/effect.	
RI.3.4	I can determine the meaning of general academic words and phrases in a text relevant to a 3rd grade topic or subject area.	

RI.3.4	I can determine the meaning of domain-specific words and phrases in a text relevant to a 3rd grade topic or subject area.	
RI.3.4	I can determine the meaning of domain-specific phrases in a text.	
RI.3.5	I can use text features (e.g., key words, sidebars, hyperlinks) to locate information related to a given topic effectively.	
RI.3.5	I can use search tools (e.g., key words, sidebars, hyperlinks) to locate information related to a given topic effectively.	
RI.3.6	I can distinguish between my perspective and the author's perspective of a text.	
RI.3.7	I can use information from illustrations (e.g., maps, photographs) in an informational text to demonstrate understanding of the text (e.g., where, when, why, or how key events occur.)	
RI.3.7	I can demonstrate understanding of an informational text by creating an additional visual (illustration, graphic, map, etc.) that I believe would further establish the author's meaning.	
RI.3.7	I can use information from the words in a text to demonstrate understanding of the text (e.g., where, when, why, or how key events occur).	
RI.3.8	I can describe the relationships between the evidence and points an author uses throughout a text.	
RI.3.8	I can analyze and explain how effective a text would be without particular evidence and points the author uses in the text.	
RI.3.9	I can compare and contrast the most important points and key details presented in two texts on the same topic.	
RI.3.9	I can conduct research and analysis to identify a third text on a topic that presents additional perspectives to supplement those in two initial texts studied.	

RI.3.10	By the end of the year, I can understand and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 grade text complexity band independently and proficiently.	

Third Grade I Can Statements Checklist: Reading Standards for Foundational Skills		
RF.3.1	(Print Concepts standards for Grades K and 1 only)	
RF.3.2	(Phonological Awareness standards for Grades K and 1 only)	
RF.3.3	I can know and apply grade-level phonics and word analysis skills in decoding words.	
RF.3.3a	I can Identify and know the meaning of the most common prefixes and derivational suffixes.	
RF.3.3a	I can create a visual map (such as a Frayer model) of words with common prefixes and derivational suffixes.	
RF.3.3b	I can decode words with common Latin suffixes.	
RF.3.3c	I can decode multi-syllable words.	
RF.3.3c	I can teach a peer my strategy(ies) for decoding multi-syllable words, through demonstration.	
RF.3.3d	I can read grade-appropriate irregularly spelled words.	
RF.3.4	I can read with sufficient accuracy and fluency to support comprehension.	
RF.3.4	I can analyze text to identify sections which will only make sense when read fluently--contrasting the reading of the text in a choppy vs. fluent fashion and discussing how the meaning seems to change with each.	
RF.3.4a	I can read grade-level text with purpose and understanding.	

RF.3.4b	I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
RF.3.4c	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

	Third Grade I Can Statements Checklist: Writing Standards	
W.3.1	I can write opinion pieces on topics or texts, supporting a point of view with reasons.	
W.3.1a	I can introduce the topic or text we are writing about, state an opinion, and create an organizational structure that lists reasons.	
W.3.1b	I can provide reasons that support my opinion in opinion writing piece.	
W.3.1c	I can use linking words and phrases (e.g., because, therefore, since, for example) to connect the opinion and reasons.	
W.3.1d	I can provide a concluding statement or section in opinion writing.	
W.3.1d	I can analyze how my opinion piece would be impacted by leaving out the concluding statement, demonstrating the importance of providing this section in my text.	
W.3.2	I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
W.3.2a	I can introduce a topic and group related information together, including illustrations to aid comprehension, if needed.	
W.3.2b	I can develop a topic with facts, definitions, and details.	
W.3.2c	I can use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
W.3.2d	I can provide a concluding statement or section for informative/explanatory writing.	

W.3.2d	I can analyze how my informative/explanatory writing would be impacted by leaving out the concluding statement, demonstrating the importance of providing this section in my text.	
W.3.3	I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
W.3.3a	I can establish a situation and introduce a narrator and/or characters and organize an event sequence that unfolds naturally.	
W.3.3b	I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	
W.3.3c	I can use temporal words and phrases to signal event order in narrative writing.	
W.3.3d	I can provide a sense of closure in narrative writing.	
W.3.3d	I can analyze how my narrative writing would be impacted by leaving out the concluding statement, demonstrating the importance of providing this section in my text.	
W.3.4	I can, with guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	
W.3.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by planning.	
W.3.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by revising.	
W.3.5	I can, with guidance and support from peers and adults, develop and strengthen writing as needed by editing.	
W.3.6	I can, with guidance and support, use technology to produce and publish writing (using keyboarding skills), as well as to interact and collaborate with others.	
W.3.7	I can conduct short research projects that build knowledge about a topic.	

W.3.7	I can design an extended research project to build deep understanding about a topic--which may include interviews, field experiences, team research, various research sources, etc.	
W.3.8	I can recall information from experiences or gather information from print and digital sources.	
W.3.8	I can take brief notes on sources and sort evidence into provided categories.	
W.3.8	I can create categories that fit my notes from different sources and evidence, and sort them accordingly.	
W.3.9	(Begins in grade 4)	
W.3.10	I can write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	

	Third Grade I Can Statements Checklist: Speaking and Listening Standards	
SL.3.1	I can engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing my own clearly.	
SL.3.1a	I can come to discussions prepared, having read or studied required material.	
SL.3.1a	I can analyze required material, selecting a key section for which I can lead discussion--asking my peers key questions that I create and sharing my thoughts.	
SL.3.1a	I can come to discussions prepared and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
SL.3.1b	I can follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
SL.3.1b	I can devise additional rules for discussions, appropriate to the unique environment of online learning.	
SL.3.1c	I can ask questions to check understanding of information presented, stay on topic, and link my comments to the remarks of others.	
SL.3.1d	I can explain ideas and understanding in light of the discussion.	
SL.3.2	I can determine the main ideas and supporting details of a text read aloud.	
SL.3.2	I can determine the main ideas and supporting details of information presented in diverse media and formats, including visually.	

SL.3.2	I can determine the main ideas and supporting details of information presented in diverse media and formats, including quantitatively.	
SL.3.2	I can determine the main ideas and supporting details of information presented in diverse media and formats, including orally.	
SL.3.2	I can create visual models for capturing main ideas and details of information presented in diverse media and formats, including orally.	
SL.3.3	I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SL.3.4	I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
SL.3.5	I can create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; I can add visual displays when appropriate to emphasize or enhance certain facts or details.	
SL.3.6	I can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	

	Third Grade I Can Statements Checklist: Language Standards	
L.3.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.3.1	I can "translate" or code-switch between standard written and spoken English grammar and usage, a and non-standard or casual dialect.	
L.3.1a	I can explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
L.3.1b	I can form and use regular and irregular plural nouns.	
L.3.1c	I can use abstract nouns (e.g., childhood).	
L.3.1c	I can create a visual representation (such as a web)connecting abstract nouns to related words.	
L.3.1d	I can form and use regular and irregular verbs.	
L.3.1e	I can form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
L.3.1f	I can ensure subject-verb agreement.	
L.3.1f	I can ensure pronoun antecedent agreement.	
L.3.1g	I can form and use comparative and superlative adjectives, and choose between them depending on what is to be modified.	

L.3.1g	I can form and use comparative and superlative adverbs, and choose between them depending on what is to be modified.	
L.3.1h	I can use coordinating and subordinating conjunctions.	
L.3.1i	I can produce simple sentences.	
L.3.1i	I can produce compound sentences.	
L.3.1i	I can produce complex sentences.	
L.3.1i	I can explain why a complex sentence provides more substance or understanding for a reader than a simple sentence.	
L.3.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.3.2a	I can capitalize appropriate words in titles.	
L.3.2b	I can use commas in addresses.	
L.3.2c	I can use commas and quotation marks in dialogue.	
L.3.2d	I can form and use possessives.	
L.3.2e	I can use conventional spelling for high-frequency and other studied words.	
L.3.2e	I can use conventional spelling for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
L.3.2f	I can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	

L.3.2g	I can consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
L.3.3	I can use knowledge of language and its conventions when writing, speaking, reading, or listening.	
L.3.3a	I can choose words and phrases for effect.	
L.3.3b	I can recognize and observe differences between the conventions of spoken and written standard English.	
L.3.4	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a	I can use sentence-level context as a clue to the meaning of a word or phrase.	
L.3.4b	I can determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	
L.3.4c	I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	
L.3.4d	I can use glossaries or beginning dictionaries,both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.3.5	I can demonstrate understanding of word relationships and nuances in word meanings.	
L.3.5a	I can distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	
L.3.5b	I can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	
L.3.5c	I can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	

L.3.6	I can acquire and use accurately grade appropriate conversational words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	
L.3.6	I can acquire and use accurately grade appropriate general academic words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	
L.3.6	I can acquire and use accurately grade appropriate domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night, we went looking for them).	