



Note:
These are
end-of-year
expectations
for...

Third Grade

Reading

Literature

Key Ideas & Details	<p>I can...</p> <ul style="list-style-type: none"> ● answer questions to show I understand important details in a story. ● ask questions to show I understand important details in a story. ● ask and answer questions before, during, and after reading text. ● recount/retell (put into own words) stories. ● retell a fable or folktale and explain the lesson in the story. ● use the characters' actions to help me understand what happens in the story. ● describe what characters do. ● describe why characters do particular things. ● describe characters feel. ● describe what characters are like.
Craft & Structure	<p>I can...</p> <ul style="list-style-type: none"> ● tell the meaning of words and phrases. ● tell the difference between true or factual and exaggerated text. ● understand sentences that may have idioms, similes, metaphors, or exaggerations. ● identify the chapter of a book when writing or speaking about a text. ● identify the scene in a drama when writing or speaking about a text. ● identify a stanza in a poem when writing or speaking about a text. ● describe how each part of the text build on earlier parts. ● define point of view. ● determine the point of view of the narrator or character of a story. ● explain how my point of view is similar to or different from a narrator or character in a story.
Integration of Knowledge	<p>I can...</p> <ul style="list-style-type: none"> ● define theme, setting, and plot. ● identify themes, settings, and plots in stories written by the same author. ● compare and contrast themes, settings, and plots in stories written by the same author.
Range of Reading and Level of Text Complexity	<p>I can...</p> <ul style="list-style-type: none"> ● read and understand stories at my grade level. ● closely read complex grade level texts. ● reread a text to find more information or clarify ideas. ● use reading strategies to help me understand difficult, complex text.

Reading (continued)

Informational Text	
Key Ideas & Details	<p>I can...</p> <ul style="list-style-type: none"> ● answer questions to show that I know what I read. ● answer questions about a text by referring to words and phrases in the book. ● ask questions to show that I know what I read. ● identify the main idea in a text. ● tell the difference between the main idea and details of a text. ● connect details to the main ideas that they support. ● tell about the time, sequence, the cause and effect of an historical document. ● tell about the time, sequence, the cause and effect of scientific ideas. ● use language that shows time, sequence, and cause and effect when describing a text.
Craft & Structure	<p>I can...</p> <ul style="list-style-type: none"> ● identify general academic and domain-specific words and phrases in a text. ● locate and use references to find meaning of general words. ● locate and use references to find meanings of domain-specific words. ● identify and give examples of text features and search tools. ● use headings, bold words, captions, highlighted words, etc. to find information. ● use search tools such as sidebars, keywords, and hyperlinks. ● define point of view. ● determine the point of view of the author. ● tell my own point of view from the author's point of view.
Integration of Knowledge	<p>I can...</p> <ul style="list-style-type: none"> ● explain how illustrations in a text add meaning to the words. ● use pictures and words in a text to help me understand what I read. ● identify words authors use to help me make logical connections between sentences and paragraphs. ● explain how connection words help me understand a text. ● describe connections an author makes between sentences and paragraphs. ● identify the most important points and key details found in two texts about the same topic.
Range of Reading and Level of Text Complexity	<p>I can...</p> <ul style="list-style-type: none"> ● closely read complex grade level texts. ● reread a text to find more information or clarify ideas. ● use reading strategies to help me understand difficult, complex text.

Reading (continued)

Foundational Skills	
Phonics and Word Recognition	<p>I can...</p> <ul style="list-style-type: none"> ● find prefixes and suffixes in words. ● (I know) the meanings of some prefixes and suffixes. ● break apart words into syllable segments to help me decode words I do not know. ● read words with suffixes. ● read longer words and words that are spelled irregularly.
Fluency	<p>I can...</p> <ul style="list-style-type: none"> ● read grade level text with accuracy. ● make my reading sound like conversation. ● recognize when a word I have read does not make sense within the text. ● self-correct misread or misunderstood words using context clues. ● reread with corrections when necessary.

Writing

Text Types & Purposes: Opinion	<p>I can...</p> <ul style="list-style-type: none"> ● determine my opinion or point of view on a topic or text. ● create an organizational structure to introduce my topic and opinion. ● write an opinion about something that I have read. ● support my opinion with details from the text that I have noted on a graphic organizer. ● connect the reasons and details with words like: <i>because, therefore, since, and for example</i>. ● write a conclusion to my writing.
Text Types & Purposes: Informative/ Explanatory	<p>I can...</p> <ul style="list-style-type: none"> ● write a paper to inform someone about or explain a topic. ● use details and facts to support the topic. ● use illustrations, pictures, or other media to help my reader understand the writing. ● connect my information using linking words and phrases. ● write a conclusion for my paper.
Text Types & Purposes: Narrative	<p>I can...</p> <ul style="list-style-type: none"> ● write a story about something that has happened or made up story. ● tell the story in order from beginning to end. ● use words to describe the characters and setting in my story. ● use a character's thoughts, words, feelings, and actions to show how events happened and how characters respond to the events. ● show changes in time by using temporal words and phrases. ● write a conclusion that sums up the story.

Writing (continued)

<p>Production & Distribution</p>	<p>I can...</p> <ul style="list-style-type: none"> ● identify the writing style that best fits my task and purpose. ● use graphic organizers to develop my writing ideas. ● create a piece of writing that shows my understanding of a specific writing style. <p>When someone helps me, I can...</p> <ul style="list-style-type: none"> ● use prewriting strategies to formulate ideas. ● recognize that a good piece of writing requires more than one draft. ● edit to make my writing clearer. ● revise my writing to make sure I stay on topic. ● prepare a new draft with changes that strengthens my writing. ● use resources and technology to finish and share my work. ● work with others to create a writing project. ● use keyboarding skills to prepare my writing for publication.
<p>Research to Build and Present Knowledge</p>	<p>I can...</p> <ul style="list-style-type: none"> ● learn new things about a topic by doing research. ● recall information from experiences or gather information from print and digital sources about a topic. ● sort the information from my notes into provided categories.
<p>Range of Writing</p>	<p>I can...</p> <ul style="list-style-type: none"> ● write for long or short periods of time, depending on my task. ● choose a writing structure to fit my task, purpose, and/or audience. ● write for a variety of reasons. ● complete a writing assignment in the time that my teacher has set for me.

Speaking & Listening

<p style="text-align: center;">Comprehension and Collaboration</p>	<p>I can...</p> <ul style="list-style-type: none"> ● bring the correct information to a discussion. ● give ideas about that information to the group. ● follow rules by respecting and listening to others, taking turns during a discussion. ● ask and answer questions about the topic ● add to the discussion after listening. ● stay on topic by making comments about the info being discussed. ● make connections between the comments of others. ● identify information from a text being read aloud. ● identify information that is presented in different formats. ● use the information gathered to determine the main idea and support details of a presentation. ● compare the main idea with supporting details from different media forms with similar topics. ● stay focused on the topic. ● ask the speaker appropriate questions. ● answer questions that the speaker asks.
<p style="text-align: center;">Presentation of Knowledge and Ideas</p>	<p>I can...</p> <ul style="list-style-type: none"> ● present a topic, text, story, or experience with facts and relevant descriptive details. ● share information by speaking in a clear and understandable way. ● read aloud stories or poems and use my voice to make them come to life. ● share at an understandable reading pace on a recording (video, PowerPoint, iPod, iPad, computer or CD) ● use pictures or posters to help the audience understand my reading. ● recognize a complete sentence. ● speak using complete sentences with asked to provide details or clarification.

Language Standards

<p style="text-align: center;">Conventions of Standard English</p>	<p>I can...</p> <ul style="list-style-type: none"> ● explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs. ● make and use regular and irregular plural nouns correctly. ● use abstract nouns (<i>e.g. childhood</i>). ● make and use simple verb tenses correctly. ● make sentences where the subject and verb agree. ● make sentences where pronouns agree with nouns. ● correctly use coordinating and subordinating conjunctions. ● produce simple, compound, and complex sentences. ● capitalize important words in a title. ● use commas in addresses. ● use commas and quotation marks in dialogue. ● form and use possessives. ● spell words that are high-frequency and studied. ● add suffixes to base/root words (<i>e.g. sitting, smiled, cries, happiness</i>). ● use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position-based spellings. ● use reference material to check spelling. ● identify words and phrases in a story that bring it to life and create effect or interest. ● use words and phrases to make my language more exciting. ● tell the differences between the rules of speaking and writing.
<p style="text-align: center;">Vocabulary Acquisition and Use</p>	<p>I can...</p> <ul style="list-style-type: none"> ● use context clues to understand a meaning of a new word. ● recognize and define common affixes (<i>e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). ● break down unknown words into units of meaning to determine definitions. ● understand words with suffixes and prefixes added to them. ● use root/base words to figure out our new words (<i>e.g. company, companion</i>). ● use dictionaries or the Internet to find the meanings of words and phrases. ● tell the difference between literal and nonliteral phrase meanings. ● give real-life examples of word meanings. ● show the shades of meanings of related words. ● recognize words that have similar meaning, and choose the word that best describes the mood/state of mind. ● use new grade level appropriate words and phrases. ● use grade level appropriate words that tell when and where. ● recognize the difference between general academic words and phrases and domain-specific words and phrases.