

Third Grade "I Can" Statements for California Common Core State Standards

3 = I've got it!
2 = I'm working on this
1 = Not yet

Strand: Reading Standards for Literature			
Key Ideas and Details			
I can refer to the text to answer questions about key details in a story.	1	2	3
I can refer to the text to ask questions about key details in a story.	1	2	3
I can retell the beginning, middle, and ending of a story.	1	2	3
I can tell the message/lesson of the story.	1	2	3
I can explain how the message/lesson of the story is conveyed.	1	2	3
I can tell how the characters act in different situations in the story.	1	2	3
I can explain how the characters' actions affect the events in the story.	1	2	3
Craft and Structure			
I can tell what words/phrases mean in a text.	1	2	3
I can tell the difference between literal and non-literal words/phrases in a text.	1	2	3
I can refer to different parts of the story when speaking about a text.	1	2	3
I can describe how later parts of the story build on previous parts.	1	2	3
I can tell the difference between my own point of view and the narrator's point of view.	1	2	3
I can tell the difference between my own point of view and the characters' points of views.	1	2	3
Integration of Knowledge and Ideas			
I can tell how the illustrations help tell the story.	1	2	3
I can tell how the illustrations help set a tone or create a mood.	1	2	3
I can tell how the illustrations help emphasize aspects of character.	1	2	3
I can tell how the illustrations help emphasize aspects of setting.	1	2	3
I can tell how two themes (in books by the same author) are the same or different.	1	2	3
I can tell how two settings (in books by the same author) are the same or different.	1	2	3
I can tell how two plots (in books by the same author) are the same or different.	1	2	3
Range of Reading and Level of Text Complexity			
I can read third grade stories, drama, and poetry.	1	2	3
Strand: Reading Standards for Informational Text			
Key Ideas and Details			
I can refer to the text to answer questions about key details in a text.	1	2	3
I can refer to the text to ask questions about key details in a text.	1	2	3
I can tell the main idea of a text.	1	2	3
I can tell the important details of a text.	1	2	3
I can tell how important details of a text are connected to the main idea.	1	2	3
I can tell how historical events in a text are alike or connected.	1	2	3
I can tell how scientific ideas in a text are alike or connected.	1	2	3
I can tell how sets of steps in a procedure in a text are alike or connected.	1	2	3
I can use language that refers to time, sequence, and cause/effect when talking about these ideas.	1	2	3
Craft and Structure			
I can figure out the meaning of academic words in a text.	1	2	3
I can figure out the meaning of subject-specific words in a text.	1	2	3
I can use text features to help me understand the text.	1	2	3
I can use search tools to help me find information about a topic.	1	2	3

I can the difference between my own point of view and the author's point of view.	1	2	3
Integration of Knowledge and Ideas			
I can explain how the illustrations help me understand the text.	1	2	3
I can tell how different words in the text help me understand it.	1	2	3
I can describe the connections between different parts of the text.	1	2	3
I can tell how the text is organized (e.g. comparison, cause/effect, or sequential)	1	2	3
I can tell what is the same about two texts on the same topic.	1	2	3
I can tell what is different about two texts on the same topic.	1	2	3
Range of Reading and Level of Text Complexity			
I can read third grade informational texts.	1	2	3
Strand: Reading Standards: Foundational Skills			
Phonics and Word Recognition			
I can sound out words by themselves.	1	2	3
I can sound out words in text.	1	2	3
I can identify common prefixes and explain what they mean.	1	2	3
I can identify common suffixes and explain what they mean.	1	2	3
I can sound out words with common Latin suffixes.	1	2	3
I can sound out multisyllable words.	1	2	3
I can read third grade irregularly spelled words.	1	2	3
Fluency			
I can read third grade text.	1	2	3
I can understand what I read.	1	2	3
I can explain why I read different kinds of texts.	1	2	3
I can read with accuracy.	1	2	3
I can read with appropriate rate.	1	2	3
I can read with expression.	1	2	3
I can use context to help me confirm/self-correct word recognition when I read.	1	2	3
I can use context to help me confirm/self-correct my understanding when I read.	1	2	3
I can reread the text when necessary.	1	2	3
Strand: Writing			
Text Types and Purposes			
I can write an opinion piece about a text that supports a point of view with reasons.	1	2	3
I can introduce a topic/text.	1	2	3
I can write my opinion about a topic/text.	1	2	3
I can provide reasons for my opinion.	1	2	3
I can use linking words and phrases to connect my opinion and reasons.	1	2	3
I can write a conclusion to my opinion.	1	2	3
I can write an informative text that examines a topic and conveys ideas clearly.	1	2	3
I can introduce and write about an informational topic.	1	2	3
I can include illustrations that give information about the topic.	1	2	3
I can write facts, definitions, and details about the topic.	1	2	3
I can use linking words and phrases to connect ideas within categories.	1	2	3
I can write a conclusion to my topic.	1	2	3
I can write a real/imagined narrative that includes descriptive details and a clear sequence of events.	1	2	3
I can establish a situation in my narrative writing.	1	2	3
I can introduce the narrator or characters in my narrative writing.	1	2	3

I can tell the events of the story in a natural, logical sequence.	1	2	3
I can include dialogue to help develop the characters and their actions.	1	2	3
I can include details that describe actions, thoughts, and feelings.	1	2	3
I can use words that tell when things happen in the story.	1	2	3
I can write an ending to my story.	1	2	3
Production and Distribution of Writing			
I can use a structure appropriate for the writing task and purpose.	1	2	3
I can plan my writing with help from my teacher and friends.	1	2	3
I can revise my writing with help from my teacher and friends.	1	2	3
I can edit my writing with help from my teacher and friends.	1	2	3
I can use digital tools to write.	1	2	3
I can use digital tools to share my writing with my teacher and friends.	1	2	3
Research to Build and Present Knowledge			
I can research information about a topic.	1	2	3
I can remember information from my own experiences to answer a question.	1	2	3
I can gather information from print and digital sources to answer a question.	1	2	3
I can take notes about a topic from information from print and digital sources.	1	2	3
I can sort the information in my notes into categories.	1	2	3
Range of Writing			
I can write over a longer period of time.	1	2	3
I can write on demand.	1	2	3
Strand: Speaking and Listening			
Comprehension and Collaboration			
I can participate in whole class discussions.	1	2	3
I can participate in a small-group discussion.	1	2	3
I can participate in a partner or one-on-one discussion.	1	2	3
I can prepare for discussions by reading or studying information.	1	2	3
I can follow class conversation norms. (e.g. taking turns listening and speaking)	1	2	3
I can ask questions about the topic to help me understand it.	1	2	3
I can add comments to others' about the topic.	1	2	3
I can explain my own ideas and understanding about the topic.	1	2	3
I can tell the main idea of a text read aloud or presented in diverse media.	1	2	3
I can tell the supporting details of a text read aloud or presented in diverse media.	1	2	3
I can ask questions about information from a speaker.	1	2	3
I can answer questions about information from a speaker.	1	2	3
I can elaborate or add detail to information from a speaker.	1	2	3
Presentation of Knowledge and Ideas			
I can plan a presentation on a topic/text.	1	2	3
I can give a presentation on a topic/text.	1	2	3
I can include main ideas about the topic/text.	1	2	3
I can include supporting details about the topic/text.	1	2	3
I can organize my ideas in a way that makes sense.	1	2	3
I can use specific vocabulary in my presentation.	1	2	3
I can include a strong conclusion to my presentation.	1	2	3
I can speak so my classmates and teacher can hear me.	1	2	3
I can speak so my classmates and teacher can understand me.	1	2	3

I Can create engaging audio recordings of stories or poems that demonstrate clear, fluid reading.	1	2	3
I can use drawings or pictures to enhance my presentation.	1	2	3
I can answer questions in complete sentences to provide more details about my presentation.	1	2	3
I can answer questions in complete sentences to clarify parts of my presentation.	1	2	3
Strand: Language			
Conventions			
I can write in legible cursive or joined italics.	1	2	3
I can use correct spacing (e.g. margins, space between letters, and space between words).	1	2	3
I can explain the function of a noun in general and in a particular sentence.	1	2	3
I can explain the function of a pronoun in general and in a particular sentence.	1	2	3
I can explain the function of a verb in general and in a particular sentence.	1	2	3
I can explain the function of an adjective in general and in a particular sentence.	1	2	3
I can explain the function of an adverb in general and in a particular sentence.	1	2	3
I can use reciprocal pronouns (one another, each other) in my writing.	1	2	3
I can use reciprocal pronouns (one another, each other) in my speaking.	1	2	3
I can form and use regular and irregular plural nouns in my writing.	1	2	3
I can form and use regular and irregular plural nouns in my speaking.	1	2	3
I can use abstract nouns in my writing.	1	2	3
I can use abstract nouns in my speaking.	1	2	3
I can form and use regular and irregular verbs in my writing.	1	2	3
I can form and use regular and irregular verbs in my speaking.	1	2	3
I can form and use simple verb tenses in my writing.	1	2	3
I can form and use simple verb tenses in my speaking.	1	2	3
I can make sure my subject and verb agree in my writing.	1	2	3
I can make sure my subject and verb agree in my speaking.	1	2	3
I can make sure my pronoun and antecedent agree in my writing.	1	2	3
I can make sure my pronoun and antecedent agree in my speaking.	1	2	3
I can form and use comparative and superlative adjectives in my writing.	1	2	3
I can form and use comparative and superlative adjectives in my speaking.	1	2	3
I can form and use comparative and superlative adverbs in my writing.	1	2	3
I can form and use comparative and superlative adverbs in my speaking.	1	2	3
I can choose between comparative and superlative adjectives and adverbs in my writing.	1	2	3
I can choose between comparative and superlative adjectives and adverbs in my speaking.	1	2	3
I can use coordinating conjunctions in my writing.	1	2	3
I can use coordinating conjunctions in my speaking.	1	2	3
I can use subordinating conjunctions in my writing.	1	2	3
I can use subordinating conjunctions in my speaking.	1	2	3
I can produce simple sentences in my writing.	1	2	3
I can produce simple sentences in my speaking.	1	2	3
I can produce compound sentences in my writing.	1	2	3
I can produce compound sentences in my speaking.	1	2	3
I can produce complex sentences in my writing.	1	2	3
I can produce complex sentences in my speaking.	1	2	3
I can capitalize words in titles.	1	2	3
I can use commas in addresses.	1	2	3
I can use commas and quotation marks in dialogue.	1	2	3

I can form and use possessives.	1	2	3
I can spell high-frequency words.	1	2	3
I can add suffixes to base words to spell words.	1	2	3
I can use spelling patterns and generalizations to spell.	1	2	3
I can use a dictionary to check and correct my spelling.	1	2	3
I can use specific words or phrases for effect in my writing.	1	2	3
I can use specific words or phrases for effect in my speaking.	1	2	3
Vocabulary			
I can use clues in a sentence to help me figure out the meaning of a word.	1	2	3
I can use my knowledge of affixes to help me figure out what a new word means.	1	2	3
I can use my knowledge of root words to help me figure out what a new word means.	1	2	3
I can use a print or digital glossary to figure out what a word means.	1	2	3
I can use a print or digital dictionary to figure out what a word means.	1	2	3
I can tell the difference between literal and non-literal meanings of words and phrases.	1	2	3
I can tell a connection between a word and its use in real-life.	1	2	3
I can tell the difference between similar words that describe states of mind or degrees of certainty.	1	2	3
I can learn 3 rd grade conversational words and phrases.	1	2	3
I can learn 3 rd grade academic words and phrases.	1	2	3
I can learn 3 rd grade domain-specific words and phrases.	1	2	3
I can use my new words in my writing.	1	2	3
I can use my new words in my speaking.	1	2	3