

Standards & "I Can..." Statements - GRADE 3

ELA	Standard	"I Can..."	Academic Vocab
Reading: Literature			
	3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ➤ I can create questions about a story that can be answered only by information in the text. ➤ I can answer questions about a story using information from the text. 	
	3.RL.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none"> ➤ I can retell in detail different myths, fables, and folktales from different cultures. ➤ I can determine the lesson or moral of a fable. ➤ I can determine the moral of a myth. ➤ I can determine the point (purpose) of a folktale. ➤ I can provide details from the text to prove a lesson, moral, or point. 	
	3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> ➤ I can describe the traits of a character(s). ➤ I can describe what motivates a character(s). ➤ I can describe the feelings of a character(s). ➤ I can explain how the actions of a character(s) effect the sequence of a story. 	
	3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> ➤ I can describe the rhyming pattern. ➤ I can tell the meaning of the poem, story, or song. 	
	3.RL.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none"> ➤ I can include details of a story in my writing. ➤ I can include details of a play in my writing. ➤ I can include details of a poem in my writing. ➤ I can include details of a story when talking about the story. ➤ I can include details about a play when talking 	

		<p>about the play.</p> <ul style="list-style-type: none"> ➤ I can use the vocabulary "chapter" when speaking or writing about a story. ➤ I can use the vocabulary word "scene" when speaking or writing about a play. ➤ I can use the vocabulary word "stanza" when speaking or writing about a poem. ➤ I can explain how the actions of one chapter contribute to the events of the next or following chapter(s) of a story. ➤ I can explain how the actions of one scene of a play contribute to the events of the next or following scenes of a play. ➤ I can explain how the actions of one stanza of a poem contribute to the events to the next or following stanza of a poem. 	
	3.RL.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> ➤ I can create my own opinion about a text that is separate from the author's opinion. 	
	3.RL.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none"> ➤ I can explain how illustrations add meaning to the words of the story. ➤ I can identify illustrations that support the story. 	
	3.RL.8. (Not applicable to literature)		
	3.RL.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none"> ➤ I can explain what is the same and what is different about different themes in a book series that contains the same/similar characters written by the same author. ➤ I can explain what is the same and what is different about different settings in a book series that contains the same/similar characters written by the same author. ➤ I can explain what is the same and what is 	

		different about different plots in a book series that contains the same/similar characters written by the same author.	
	3.RL.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<ul style="list-style-type: none"> ➤ I can read different types of texts at grade level accurately and independently. ➤ I can accurately and independently comprehend different kinds of text at grade level (grades 2-3 text complexity band). 	
Reading: Informational Text			
	3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> ➤ I can create questions about the selection, showing that I understand what I have read. ➤ I can answer questions about the selection, showing that I understand what I have read. ➤ I can find (locate) the answers in the selection. 	
	3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> ➤ I can tell what the selection is about. ➤ I can choose important facts. ➤ I can tell the main idea of the selection. ➤ I can choose important details that help prove or support the main idea. ➤ I can tell how the details support the main idea. 	
	3.RI.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> ➤ I can demonstrate how historical events are connected using time, sequence, and cause/effect. ➤ I can demonstrate how technical procedures are connected using time, sequence, and cause/effect. ➤ I can demonstrate how scientific ideas or concepts are connected using time, sequence, and cause/effect. 	

3.RI.4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	➤ I can define words or phrases from the text.	
3.RI.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	➤ I can use text features and search tools to find information about a given topic or subject.	
3.RI.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> ➤ I can create my point of view about a text. ➤ I can identify how my point of view is similar or different from the author's. 	
3.RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> ➤ I can identify facts from illustrations (non-text features/graphic aids) and words. ➤ I can explain and add meaning to what I am reading by using illustrations and text. 	
3.RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> ➤ I can explain connections that are made between sentences and paragraphs in a text. ➤ I can identify connection words to help me understand the text. 	
3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> ➤ I can compare how two texts on the same topic are similar using important points and key details. ➤ I can contrast how two texts on the same topic are different using important points and key details. ➤ I can identify the important points and key details of two texts on the same topic. 	
3.RI.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	<ul style="list-style-type: none"> ➤ I can read different types of informational texts at grade level accurately and independently. ➤ I can accurately and independently comprehend different kinds of informational 	

	text at grade level (grades 2-3 text complexity band).	
Reading: Foundational Skills		
3.RF.1. N/A for Grade 3		
3.RF.2. N/A for Grade 3		
3.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	<ul style="list-style-type: none"> ➤ I can decode words using phonics and word analysis. ➤ I can identify and comprehend the meaning of prefixes (un, re, pre) and suffixes (-er, -est, -ful). ➤ I can decode words with common Latin suffixes (-able, -ment, -tion). ➤ I can decode multisyllable words. ➤ I can read grade-appropriate sight words. 	
3.RF.4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ➤ I can read accurately and fluently. ➤ I can set a purpose for reading to help me understand on-level text. ➤ I can read on-level prose and poetry orally, accurately, fluently, and with appropriate expression, after many practice readings. ➤ I can use what I am reading (context) to confirm or self correct words for comprehension. ➤ I can reread with corrections, when necessary. 	
Writing		
3.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists	<ul style="list-style-type: none"> ➤ I can write an opinion on a given topic or text. ➤ I can create a topic sentence that states and opinion. ➤ I can fill in a graphic organizer that lists all the 	

<p>reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</p>	<p>reasons for my opinion.</p> <ul style="list-style-type: none"> ➤ I can provide supporting statements for my opinion. ➤ I can use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinions and reasons. ➤ I can write a conclusion. 	
<p>3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section,</p>	<ul style="list-style-type: none"> ➤ I can examine a topic and gain information to share and present. ➤ I can write a topic sentence. ➤ I can organize my topic by grouping related information. ➤ I can provide illustrations to support my topic. ➤ I can write about a topic by including facts, definitions and details. ➤ I can use linking words and phrases to connect ideas. ➤ I can write a conclusion. 	
<p>3.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ➤ I can write a story based on real or imaginary experiences with descriptive details and sequenced events. ➤ I can create a setting that introduces characters or narrator. ➤ I can write events in sequential order. ➤ I can use dialogue in my story. ➤ I can describe the actions, thoughts, and feelings of the characters and show their responses to events. ➤ I can use time-related transition words to place events in order (ex.: before, during, after). ➤ I can write a conclusion. 	

3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	➤ With help, I can produce grade-level writings.	
3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing . (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	➤ With help, I can follow the writing process (pre-write, writing, revising, editing, publishing).	
3.W.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	<ul style="list-style-type: none"> ➤ With help, I can use technology to publish and produce writing. ➤ With help, I can use technology to interact and collaborate with others. 	
3.W.7. Conduct short research projects that build knowledge about a topic.	➤ I can produce short research projects that answer questions and gain information about a topic.	
3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	<ul style="list-style-type: none"> ➤ I can list information from experiences and other resources, print and digital. ➤ I can take notes and sort the information into provided categories. 	
3.W.9. (Begins in grade 4)		
3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	➤ I can write about various topics for given amounts of time.	
Speaking & Listening		
3.SL.1. Engage effectively in a range of collaborative	➤ I can discuss (speak and listen) a variety of	

<p>discussions (one on one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.</p>	<p>grade 3 topics and stories.</p> <ul style="list-style-type: none"> ➤ I can add my own thoughts and ideas to the discussion by listening to peers' ideas and thoughts. ➤ I can be prepared by reading or studying the topic material. ➤ I can use what I have read or studied to help me explore ideas being discussed. ➤ I can follow agreed-upon rules for discussions. ➤ I can ask questions to check understanding of information presented. ➤ I can stay on topic. ➤ I can connect my comments to comments made by my peers. ➤ I can explain my own ideas and what I have learned from a discussion. 	
<p>3.SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<ul style="list-style-type: none"> ➤ I can identify the main ideas and supporting details of any given information in a variety of formats (media, graphs, charts, websites, speeches). 	
<p>3.SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> ➤ I can ask and answer appropriate questions after listening to a speaker. ➤ I can give appropriate information on a topic after listening to a speaker. 	
<p>3.SL.4. 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.</p>	<ul style="list-style-type: none"> ➤ I can orally report on a topic or text with facts and/or details relating to the topic. ➤ I can orally tell a story with facts and/or details relating to the topic. ➤ I can retell an experience with facts and/or details relating to the topic. ➤ I can speak clearly to be understood by my audience. 	

	<p>3.SL.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<ul style="list-style-type: none"> ➤ I can record myself reading stories or poems. ➤ I can speak clearly and at an understandable pace to my audience. ➤ I can add a visual display to help explain my spoken topic. 	
	<p>3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3).</p>	<ul style="list-style-type: none"> ➤ I can speak in complete sentences to give more information when needed. 	
	<p>3.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences</p>	<ul style="list-style-type: none"> ➤ I can use proper English grammar when writing or speaking. ➤ I can identify nouns (person, place, thing, idea) and pronouns (a word that takes the place of a noun) and explain what they do in a sentence. ➤ I can identify verbs (an action) and explain what they do in a sentence. ➤ I can identify adjectives (words that add meaning to a noun or pronoun) and explain what they do in a sentence. ➤ I can identify adverbs (a word that adds meaning to a verb) and explain what they do in a sentence. ➤ I can create and use regular plural nouns (boy, boys) correctly. ➤ I can create and use irregular plural nouns (mouse, mice) correctly. ➤ I can use abstract nouns (nouns that identify an idea, feeling, emotion; ex.: childhood) correctly. ➤ I can create and use regular verbs (walk, walks, walking). ➤ I can create and use irregular verbs (run, ran). ➤ I can create and use simple verb tenses (past, 	

		<p>present, future).</p> <ul style="list-style-type: none"> ➤ I can define the subject and the verb in a sentence. ➤ I can use a singular subject with a singular verb. ➤ I can use a plural subject with a plural verb. ➤ I can create and use comparative and superlative adjectives (more, most; -er, -est). ➤ I can create and use comparative and superlative adverbs. ➤ I can use coordinating conjunctions (for, and, nor, but, or, yet, so). ➤ I can use subordinating conjunctions (after, because, if, since, while). ➤ I can create simple sentences (ex.: Sue walks to school.) ➤ I can create compound sentences (ex.: Sue walks to school and her dog follows her.). ➤ I can create complex sentences (ex.: When Sue took the dog home, she was late for school.). 	
	<p>3.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<ul style="list-style-type: none"> ➤ I can identify and demonstrate how to use capitalization in titles. ➤ I can use commas in addresses. ➤ I can use commas and quotation marks in dialogue. ➤ I can form and use possessives. ➤ I can define possessives and form singular and plural possessive nouns and pronouns. ➤ I can use conventional spelling for high-frequency words when adding suffixes to base words. ➤ I can spell high-frequency words correctly. ➤ I can identify base words. ➤ I can use spelling patterns and generalizations 	

	<p>to write words correctly.</p> <ul style="list-style-type: none"> ➤ I can use dictionaries to identify the correct spelling/incorrect spelling of words. 	
<p>3.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<ul style="list-style-type: none"> ➤ I can choose words and phrases for effect (to create interest). ➤ I can recognize and find the differences between spoken and written English. 	
<p>3.L.4. Determine or clarify the meaning of unknown and multiple meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ➤ I can use context clues to determine the meaning of unknown words or phrases in a sentence. ➤ I can determine the meaning of a word formed when an affix (ex.: un-, dis-, -able, -less) is added. ➤ I can use a known root word as a clue to the meaning of an unknown word with the same root (ex.: beauty, beautiful). ➤ I can use glossaries and dictionaries, both print and digital (spell-check, online dictionaries, etc.), to determine the meaning of key words. 	
<p>3.L.5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)</p>	<ul style="list-style-type: none"> ➤ I can identify literal and nonliteral (ex.: take steps, piece of cake) meanings in context. ➤ I can explain the difference between literal and nonliteral phrases. ➤ I can identify connections between real-life examples to words/phrases. ➤ I can recognize words that have similar meanings and choose the word that best describes the mood/state of mind (ex.: cry, wailing, bawling, sobbing). 	

	3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner, that night, we went looking for them).	➤ I can acquire and use grade-level appropriate words in my reading, writing, and speaking.	
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SOCIAL STUDIES	Standard	"I Can..."	Academic Vocab
Strand: History			
	3.H.1. Events in local history can be shown (application) on timelines organized (synthesis) by years, decades, and centuries.	➤ I can create a timeline with specific events using descriptions and illustrations.	
	3.H.2. Primary sources such as artifacts, maps and photographs can be used (application) to show (analysis) change over time.	➤ I can use primary sources (maps, artifacts, photos) to show change over time.	
	3.H.3. Local communities change (comprehension) over time.	➤ I can tell how communities change over time.	
Strand: Geography			
	3.G.4 Physical and political maps have distinctive characteristics and purposes. Places can be located (application) on a map using (application) the title, key, alphanumeric grid and cardinal directions.	<ul style="list-style-type: none"> ➤ I can find the cardinal directions on a map. ➤ I can use an alphanumeric grid to locate places on a map. ➤ I can use a map to find local landmarks. ➤ I can describe a physical map. ➤ I can describe a political map. 	
	3.G.5. Daily life is influenced (analysis) by the agriculture, industry, and natural resources in different communities.	➤ I can explain how agriculture, industry, and natural resources affect daily life.	

3.G.6. Evidence of human modification of the environment can be observed (knowledge) in the local community.	➤ I can describe examples of changes made by people to the environment in the local community.	
3.G.7. Systems of transportation and communication move (comprehension) people, products and ideas from place to place.	➤ I can describe kinds of local transportation. ➤ I can describe kinds of local communication (newspapers, publications, television).	
3.G.8. Communities may include (analysis) diverse cultural groups.	➤ I can compare foods, arts, and language used by different cultures in the community.	
Strand: Government		
3.Gov.9. Members of local communities have knowledge) social and political responsibilities.	➤ I can model the voting process by creating a classroom community.	
3.Gov.10. Individuals make (comprehension) the community a better place by solving (application) problems in a way that promotes (evaluation) the common good.	➤ I can model promoting the common good in my school (tutoring, reading buddies,etc.)	
3.Gov.11. Laws are rules which apply (application) to all people in a community and describe (comprehension) ways people are expected (evaluation) to behave. Laws promote (evaluation) order and security, provide (comprehension) public services and protect (evaluation) the rights of individuals in the local community.	➤ I can help set up and follow the rules and responsibilities in my classroom and school. ➤ I can compare rules in my school with laws in the community.	
3.Gov.12. Governments have authority to make (synthesis) and enforce (evaluation) laws.	➤ I can explain why governments have authority to make and enforce laws.	
3.Gov.13. The structure of local governments may differ (analysis) from one community to another.	➤ I can explain the structure of local governments (municipal, county, township, etc.).	
Strand: Economics		

	3.E.14. Line graphs are used (application) to show (analysis) changes in data over time.	➤ I can gather data to create a line graph that shows change over time.	
	3.E.15. . Both positive and negative incentives affect (knowledge) people's choices and behaviors.	➤ I can explain the difference between positive and negative incentives.	
	3.E.16 Individuals must make (evaluation) decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.	<ul style="list-style-type: none"> ➤ I can predict if there is a lack of goods and services that will affect my choice. ➤ I can decide between two items to make an economic choice (opportunity cost). 	
	3.E.17. A consumer is a person whose wants are satisfied by using (application) goods and services. A producer makes (knowledge) goods and/or provides (comprehension) services.	➤ I can identify consumers and producers in our local community.	
	3.E.18. A market is where buyers and sellers exchange (application) goods and services.	➤ I can demonstrate how buyers and sellers exchange goods and services in a market.	
	3.E.19. Making (application) decisions involves weighing (analysis) costs and benefits.	➤ I can make decisions sharing costs and benefits.	
	3.E.20. A budget is a plan to help (comprehension) people make (application) personal economic decisions for the present and future and to become (analysis) more financially responsible.	➤ I can explain how using a budget helps people make responsible economic decisions.	

MATH	Standard	"I Can..."	Academic Vocab
	3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.	<ul style="list-style-type: none"> ➤ I can solve a multiplication problem using an array. ➤ I can make an array to solve a multiplication problem. 	
	3.OA.A.2. Interpret whole-number quotients of whole numbers.	<ul style="list-style-type: none"> ➤ I can explain division as a set of objects partitioned into separate groups. ➤ I can identify dividends, divisors, and quotients in division equations. ➤ I can understand and explain (interpret) quotients in division. 	
	3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<ul style="list-style-type: none"> ➤ I can make an array to show a multiplication problem. ➤ I can solve multiplication word problems to 100 with drawings. ➤ I can explain number patterns using properties of operations. ➤ I can solve division word problems to 100 with drawings. ➤ I can solve division problems with a symbol for an unknown number. 	
	3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	<ul style="list-style-type: none"> ➤ I can figure out (determine) an unknown number to make a multiplication or division equation true. 	
	3.OA.B.5. Apply properties of operations as strategies to multiply and divide.	<ul style="list-style-type: none"> ➤ I can explain the associative property of multiplication. ➤ I can explain the distributive property of multiplication. ➤ I can regroup factors to make them easier to 	

	multiply.	
3.OA.B.6. Understand division as an unknown-factor problem.	➤ I can find the unknown factor in a division fact family.	
3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	<ul style="list-style-type: none"> ➤ I can quickly (fluently) multiply numbers up to 100. ➤ I can quickly (fluently) divide numbers up to 100. ➤ I can determine the relationship between multiplication and division facts. 	
3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	<ul style="list-style-type: none"> ➤ I can solve two step word problems using addition, subtraction, multiplication, and division. ➤ I can solve two step word problems with an unknown. ➤ I can tell if an answer is reasonable using mental math and estimation. 	
3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	<ul style="list-style-type: none"> ➤ I can find patterns in addition and explain them. ➤ I can find patterns in multiplication and explain them. 	
3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	<ul style="list-style-type: none"> ➤ I can use place value to round whole numbers. ➤ I can use the number line to show data. ➤ I can round whole numbers to the nearest 10. ➤ I can round whole numbers to the nearest 100. 	
2.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship	<ul style="list-style-type: none"> ➤ I can use the properties (rules) of addition and subtraction problems within 1000. ➤ I can use fact families with addition and subtraction. 	

	between addition and subtraction.	<ul style="list-style-type: none"> ➤ I can add within 1000. ➤ I can identify and describe patterns in number charts. ➤ I can identify and describe patterns in addition tables. 	
	3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	<ul style="list-style-type: none"> ➤ I can correctly align digits according to place value in order to multiply. ➤ Explain and demonstrate the process of multiplying a two digit number by a one digit number using any strategy. ➤ I can multiply one digit numbers by multiples of (in the range of 10-90) using different strategies. 	
	3.NFA.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	<ul style="list-style-type: none"> ➤ I can divide a shape into equal parts. ➤ I can identify (show) the numerator as being the number identified parts of a whole. ➤ I can identify the denominator as being the total number of parts. 	
	3.NFA.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	<ul style="list-style-type: none"> ➤ I can understand that a number line displays things in equal parts. ➤ I can write fractions on a number line in equal parts. 	
	3.NFA.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	<ul style="list-style-type: none"> ➤ I can explain equal (equivalent) fractions by comparing their size on a number line. ➤ I can recognize and make simple equal fractions. ➤ I can explain why the fractions are equal by using a drawing. ➤ I can recognize that whole numbers can be drawn as fractions. ➤ I can recognize that fractions can be drawn as whole numbers. 	

		<ul style="list-style-type: none"> ➤ I can compare two fractions with the same numerator. ➤ I can compare two fractions with the same denominator. ➤ I can prove that fractions are $<$, $>$, or $=$ (greater than, less than, or equal to) using drawings. 	
	<p>3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p>	<ul style="list-style-type: none"> ➤ I can use a number line to show data. ➤ I can tell (read) time. ➤ I can write time to the nearest minute. ➤ I can show time (differences) intervals using two clocks. ➤ I can show time difference (elapsed time) within a word problem. 	
	<p>3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	<ul style="list-style-type: none"> ➤ I can estimate liquid volumes using liters. ➤ I can estimate the mass of objects using grams and kilograms. ➤ I can measure liquid volumes using liters. ➤ I can measure the mass of objects using grams and kilograms. ➤ I can solve word problems for mass or volume. 	
	<p>3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</p>	<ul style="list-style-type: none"> ➤ I can make a scaled picture graph to show (represent) data. ➤ I can make a scaled bar graph to show (represent) data. ➤ I can read and understand (interpret) scaled bar graphs. ➤ I can read and understand (interpret) scaled picture graphs. ➤ I can use a scaled picture graph to answer problems. 	

	<p>3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<ul style="list-style-type: none"> ➤ I can use a ruler to measure lengths to the inch. ➤ I can use a ruler to measure lengths to the half inch (halves). ➤ I can use a ruler to measure lengths to the quarter inch (fourths). ➤ I can make a line plot (horizontal scale) using the correct units. 	
	<p>3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>	<ul style="list-style-type: none"> ➤ I can define area. ➤ I can measure the area of a shape (plane figure) using unit squares. 	
	<p>3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<ul style="list-style-type: none"> ➤ I can measure the area of a plane figure using correct square units (square cm, square m, square in, square ft). 	
	<p>3.MD.C.7. Relate area to the operations of multiplication and addition.</p>	<ul style="list-style-type: none"> ➤ I can find the area of a rectangle by counting tiles and multiplying by length of sides. ➤ I can solve real word problems by multiplying side lengths to find area. ➤ I can use area models to explain distributive properties. 	
	<p>2.MD.D.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<ul style="list-style-type: none"> ➤ I can identify polygons. ➤ I can define perimeter. ➤ I can find the perimeter of polygons. ➤ I can find an unknown side length of a polygon when given a perimeter. ➤ I can show how rectangles with the same perimeter can have different areas. ➤ I can show how rectangles with the same areas can have different perimeters. ➤ I can solve perimeter word problems. 	

	2.G.A.1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ¹ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	<ul style="list-style-type: none"> ➤ I can show what an angle and a face is on a shape. ➤ I can tell how many angles and faces a shape has. ➤ I can draw a triangle, a quadrilateral, pentagon, hexagon, and cube. 	
	2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	<ul style="list-style-type: none"> ➤ I can divide rectangles into rows and columns that have the same size squares (area). ➤ I can count the total number of squares in a rectangle (area). 	
	2.G.A.3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	<ul style="list-style-type: none"> ➤ I can divide a rectangle into two, three, or four equal parts. ➤ I can divide a circle into two, three, or four equal parts. ➤ I can use the words: halves, thirds, or fourths to name those parts. ➤ I can recognize that a shape may be divided differently but still have equal parts. 	

SCIENCE	Standard	"I Can..."	Academic Vocab
	3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	<ul style="list-style-type: none"> ➤ I can investigate the effects of balanced and unbalanced forces on different objects. 	
	3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	<ul style="list-style-type: none"> ➤ I can find patterns in the motions of everyday objects. 	
	3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	<ul style="list-style-type: none"> ➤ I can ask questions to figure out cause and effect of electricity and magnets. 	

3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	➤ I can use magnets to design a solution to a simple problem.	
3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	➤ I can make models of life cycles for different plants and animals; my models show birth, growth, reproduction, and death.	
3-LS2-1. Construct an argument that some animals form groups that help members survive.	➤ I can explain, in detail, why some animals form groups to survive.	
3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	➤ I can use data to show that in some ways plants and animals are like family members, and in other ways are not.	
3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.	➤ I can prove that changing a plant or animal's environment will change how it grows and survives.	
3-LS4-1. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	➤ I can look at fossils and tell you the type of plant or animal it is and the environment it lived in.	
3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	<ul style="list-style-type: none"> ➤ I can list traits that help organisms survive. ➤ I can explain why these are helpful. 	
3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	➤ I can prove with words that in a particular habitat some plants and animals grow strong, some struggle, and others die.	
3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	➤ I can speak up for why changing something about the environment can be harmful and why this change needs a solution.	

	3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	➤ I can make a table and graph of weather for a particular season and place.	
	3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.	➤ I can research and present information on climates in different parts of the world.	
	3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	➤ I can explain how to prevent and minimize damage from weather disasters.	
	3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	➤ I can think up an engineering "problem" that needs to be fixed. ➤ I can list rules for possible solutions.	
	3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	➤ I can brainstorm solutions for an engineering "problem". ➤ I can compare ideas to find which ones best fit the situation.	
	3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	➤ I can test different solutions for an engineering problem. ➤ I can tell you if an idea will work, fail, or just needs improvement.	