

Third Grade Reading Language “I Can” Statements

3.1.01	I can <i>identify</i> and <i>practice</i> appropriate sight words. I can <i>identify</i> and <i>practice</i> appropriate content vocabulary.
3.1.02	I can <i>identify</i> and <i>understand</i> appropriate reading vocabulary <ul style="list-style-type: none"> • synonyms • antonyms • homonyms • multiple-meaning words
3.1.03	I can <i>apply</i> tiered levels of vocabulary in speaking experiences. I can <i>apply</i> tiered levels of vocabulary in reading experiences.
3.1.04	I can <i>describe</i> a purpose for reading <ul style="list-style-type: none"> • for information • for pleasure • to understand a specific viewpoint
3.1.05	I can <i>read</i> familiar stories, poems and passages with fluency using <ul style="list-style-type: none"> • appropriate rate • accuracy • prosody
3.1.06	I can <i>use</i> meaning clues to aid comprehension of content across the curriculum with <ul style="list-style-type: none"> • pictures • picture captions • titles • headings • topics
3.1.07	I can <i>read</i> third grade instructional level texts and use self-correction strategies when <ul style="list-style-type: none"> • decoding • searching for cues • rereading
3.1.08	I can <i>use</i> literary and informational texts to <ul style="list-style-type: none"> • summarize • determine story elements • determine cause and effect • compare and contrast • paraphrase • infer • predict • sequence • draw conclusions • describe characters

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	<ul style="list-style-type: none"> • provide main idea • provide support details
3.1.09	<p>I can <i>infer</i> the author's purpose to</p> <ul style="list-style-type: none"> • persuade • entertain • inform in literary text • inform in informational text
3.1.10	<p>I can <i>compare</i> self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.</p>
3.1.11	<p>I can <i>identify</i> and <i>describe</i> the ways in which language is used in literary text with</p> <ul style="list-style-type: none"> • similes • metaphors • idioms
3.1.12	<p>I can <i>recognize</i> and <i>explain</i> the defining characteristics of genre in literary and texts through</p> <ul style="list-style-type: none"> • fairy tales • folk tales • myths • poems • fables • fantasies • biographies • short stories • chapter books • historical fiction • plays • autobiographies • magazines • newspapers • textbooks • electronic databases • reference materials
3.1.13	<p>I can <i>use</i> graphic organizers and visualization techniques to interpret information in</p> <ul style="list-style-type: none"> • charts • graphs • diagrams
3.1.14	<p>I can <i>use</i> reading skills and strategies to understand a variety of information resources to support literacy learning in</p> <ul style="list-style-type: none"> • written directions • captions • electronic resources

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	<ul style="list-style-type: none"> • labels • informational text
3.1.15	<p>I can <i>increase</i> the amount of independent reading to</p> <ul style="list-style-type: none"> • build background knowledge • expand vocabulary • comprehend literary text • comprehend informational text
3.2.01	<p>I can <i>demonstrate</i> proper manuscript and full transition to cursive writing techniques using correct</p> <ul style="list-style-type: none"> • posture • paper placement • pencil grip • letter formation • slant • letter size • spacing • rhythm • alignment
3.2.02	<p>I can <i>identify</i> and <i>produce</i> a grammatically correct sentence</p> <ul style="list-style-type: none"> • correct subject/verb agreement with singular and plural nouns and verbs • correct use of regular and irregular verbs • avoiding run-on sentences and fragments
3.2.03	<p>I can <i>compose</i> a written composition using the five-step writing process</p> <ul style="list-style-type: none"> • pre-write • draft • revise • edit • publish
3.2.04	<p>I can <i>develop</i> proper paragraph form in written composition using</p> <ul style="list-style-type: none"> • beginning, middle, end • main ideas with relevant details • sentence variety using <ul style="list-style-type: none"> ○ declarative ○ interrogative ○ exclamatory ○ imperative • descriptive • transitional words • indentations
3.2.05	<p>I can <i>identify</i> and <i>apply</i> conventions of spelling in written composition to</p>

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	<ul style="list-style-type: none"> • spell high frequency words from appropriate grade level list • use letter/sound relationships to spell independently • make structural changes to spell words correctly • spell irregular verbs • spell irregular plural nouns
3.2.06	<p>I can <i>identify</i> and <i>apply</i> conventions of capitalization in written composition using a</p> <ul style="list-style-type: none"> • greeting • heading • closing of a letter • first word of a direct quotation
3.2.07	<p>I can <i>identify</i> and <i>apply</i> conventions of punctuation in written composition with</p> <ul style="list-style-type: none"> • commas in dates • addresses and greeting • closing of a letter • quotation marks around titles • quotation marks around direct quotations • apostrophes for contractions • apostrophes for possessive nouns
3.2.08	<p>I can <i>produce</i> appropriate grammar in written composition.</p>
3.2.09	<p>I can <i>compose</i> in a variety of forms and genres for different audiences in</p> <ul style="list-style-type: none"> • diaries • journals • letters, • reports • stories
3.2.10	<p>I can <i>alphabetize</i> to the third letter. I can <i>use</i> simple dictionary skills</p> <ul style="list-style-type: none"> • guide words • pronunciation
3.2.11	<p>I can <i>select</i> a variety of sources to gather information using</p> <ul style="list-style-type: none"> • dictionaries • encyclopedias • newspapers • electronic resources
3.2.12	<p>I can <i>use</i> a variety of strategies to plan simple research to</p> <ul style="list-style-type: none"> • identify possible topic by brainstorming • list questions • use graphic organizers • organize prior knowledge about a topic

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	<ul style="list-style-type: none">• develop a course of action for writing• determine how to locate necessary information
3.3.01	I can <i>listen</i> and <i>respond</i> to familiar stories and poems <ul style="list-style-type: none">• summarize to confirm comprehension• paraphrase to confirm comprehension• recount personal experiences• imagine beyond the literary form
3.3.02	I can <i>distinguish</i> different messages conveyed through visual media <ul style="list-style-type: none">• photos• television• multimedia Internet
3.3.03	I can <i>create</i> an age appropriate media literacy product that reflects understanding of format and characteristics.