

GRADE 3 "I CAN" STATEMENTS

Language Arts

Phonemic Awareness, Word Recognition and Fluency

- 1. I can identify rhyming words with the same or different spelling patterns.
- 2. I can use the sounds of letters and chunks to figure out new words.
- 3. I can use word families to sound out unfamiliar words.
- 4. I can read a growing number of sight words.
- 5. I can read smoothly and accurately.
- 6. I can read with expression to show understanding.

Acquisition of Vocabulary

- 1. I can figure out the meaning of new words" by using context clues.
- 2. I can figure out the meaning of homophones, homographs, and homonyms by using clues.
- 3. I can name words that mean the same (synonyms) and words that mean the opposite (antonyms).
- 4. I can read correctly sight words correctly.
- 5. I can figure out the meaning of compound words by looking at the smaller words in it.
- 6. I can name whole words by knowing common abbreviations and contractions.
- 7. I can understand the meaning of words by knowing prefixes (including un-, re-, pre-) and suffixes (including -er, -est, -ful, and less).
- 8. I can read and understand different word forms by using knowledge of root words.
- 9. I can find the meaning and pronunciations of new words by using dictionaries, glossaries, and other resources.

Reading Process: Concepts of Print, Comprehension Strategies and Self Monitoring Strategies

- 1. I can set a purpose for reading (to be informed, to follow directions, or to be entertained).
- 2. I can use chapter titles, headings, pictures, and story topics to make predictions.
- 3. I can compare and contrast information.
- 4. I can summarize stories by using main ideas, details, and sequencing of events.
- 5. I can make a conclusion about events and outcomes.
- 6. I can create and use graphic organizers, such as Venn diagrams and webs, to show understanding.
- 7. I can answer different types of questions to show understanding.
- 8. I can help myself understand by:
 - a. changing my reading speed
 - b. skimming/scanning
 - c. rereading
 - d. reading ahead
- 9. I can choose independent reading materials by interest, genre, authors, or recommendations.
- 10. I can independently read books for various purposes.

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Reading Applications: Informational, Technical and Persuasive Text

- 1. I can use the table of contents, chapter headings, glossary, index, captions, and illustrations to find information.
- 2. I can answer the questions why, who, where, what, when, and how about important elements in an informational text.
- 3. I can name and list the important main ideas and supporting details of informational text.
- 4. I can draw conclusions from information in maps, charts, graphs, and diagrams.
- 5. I can decide if a set of directions is clear, complete, and in order.

Reading Applications: Literary Text

- 1. I can name similarities and differences of the plot in different types of text.
- 2. I can use details to describe characters and setting.
- 3. I can retell the plot in order of events.
- 4. I can name and explain the different types of text (genres) including fairy tales, folk tales, poetry, fiction, and non-fiction.
- 5. I can tell how an author's words affect my senses.
- 6. I can tell the written or unwritten theme of a story.
- 7. I can tell ways that authors affect readers' feelings.

Writing Processes

- 1. I can get writing ideas by talking with others and by looking at printed material.
- 2. I can form a clear main idea for writing.
- 3. I can form a purpose for writing, knowing the audience.
- 4. I can organize my ideas (brainstorming, lists, webs, and Venn diagrams) to plan writing.
- 5. I can organize my writing by having a beginning, middle, and end.
- 6. I can use a variety of types of sentences.
- 7. I can write a correct paragraph by indenting the first word, including a topic sentence and supporting details.
- 8. I can use language that is appropriate for writing.
- 9. I can use technology for my writing.
- 10. I can reread and check my writing.
- 11. I can add descriptive words and details and leave out unneeded information.
- 12. I can rearrange words, sentences, and paragraphs to make the meaning clear.
- 13. I can use resources and reference materials to find better words.
- 14. I can proofread and edit my writing to improve grammar, spelling, punctuation, and capitalization; and correct fragment and run-on sentences.
- 15. I can use tools (rubric, checklist, and feedback) to decide the quality of writing.
- 16. I can rewrite and illustrate my writing for display and for sharing with others.

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Writing Applications

- 1. I can write stories to develop character, setting, and plot by using events in correct order and descriptive details and language.
- 2. I can write responses to novels, stories, and poems that show an understanding of the text.
- 3. I can write formal and informal letters that include heading, greeting, body, closing, and signature.
- 4. I can write informational reports that include the main ideas and important details from the text.
- 5. I can create informal writings (messages, journals, notes, and poems) for different purposes.

Writing Conventions

- 1. I can write legibly in cursive by spacing letters, words, and sentences correctly.
- 2. I can spell words with more than one syllable correctly.
- 3. I can spell correctly all high frequency words with short vowels, and common endings.
- 4. I can spell contractions, compound words, and homonyms correctly.
- 5. I can use correct spelling of words with common suffixes, such as -ion, -ment, and -ly.
- 6. I can follow spelling rules (consonant doubling, dropping e, and changing y to I).
- 7. I can use resources to check spelling (dictionary, spell check).
- 8. I can use end punctuation marks correctly.
- 9. I can use quotation marks around dialogue, commas in a list, and apostrophes in contractions and possessives.
- 10. I can use correct capitalization.
- 11. I can use nouns, verbs, and adjectives correctly.
- 12. I can use subjects and verbs that agree.
- 13. I can use irregular plural nouns.
- 14. I can use past, present, and future tenses.
- 15. I can use possessive nouns and pronouns.
- 16. I can use conjunctions (joining words) such as for, and, nor, but, or, yet, so.

Research

- 1. I can choose a topic for research from a list of questions, assigned topic, or personal area of interest.
- 2. I can gather information from a variety of locations (classroom, libraries, or community resources).
- 3. I can use different sources (books, magazines, videotapes, CD ROMs, Web sites) and collect information (interviews, experiments, observations, or surveys) about the topic.
- 4. I can identify and summarize the important information found in the sources.
- 5. I can sort necessary information into categories about the topic.
- 6. I can understand the importance of listing where I found my information.
- 7. I can present my reports in different ways (oral, visual, written, or multimedia).

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Communication: Oral and Visual

- 1. I can ask questions to help me understand and respond to others' ideas.
- 2. I can name the main idea, supporting details, and purpose of oral and visual presentations.
- 3. I can identify the difference between facts and opinions in presentations.
- 4. I can show an understanding of the rules of the English language.
- 5. I can use the proper language for the audience and purpose of presentation.
- 6. I can speak clearly, at the correct volume, and speed to be understood.
- 7. I can change speaking to meet the needs of the audience
- 8. I can give informational presentations that:
 - a. Put ideas in logical order;
 - b. Show an understanding of the topic;
 - c. Include necessary facts and details from many sources to develop the topic;
 - d. Organize information, including a clear introduction, body, and conclusion;
 - e. Use the correct visual materials (diagrams, charts, illustrations) and available technology (computers); and
 - f. Name sources of information.
- 9. I can give formal and informal presentations that recall and describe an event or personal experience.

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Grade 3

Number, Number Sense and Operations Standard

- 1. I can identify and make equivalent (equal) forms of whole numbers.
- 2. I can use place value to show whole numbers and decimals using numerals, words, expanded notation, and models. For example:
 - a. Recognize 100 means (10 tens) as well as a single number (1 hundred) through hands-on activities.
 - b. Describe the expanded form of multiplication (3205 as 3×1000 plus 2×100 plus 5×1).
 - c. Model the size of 1,000 in many ways (packaging 1,000 objects into 10 boxes of 100, modeling a meter with centimeter and decimeter strips, or gathering 1,000 pop can tabs).
 - d. Explain the idea of tenths and hundredths using a variety of objects, such as metric pieces, base ten blocks, decimal squares, or money.
- 3. I can use math language and symbols to compare and order (less than, greater than, equal to, greater than or equal, less than or equal to, $<$, $>$, $=$, \leq , \geq).
- 4. I can count money and make change using coins and paper bills to ten dollars.
- 5. I can represent fractions and mixed numbers using words, numerals, and pictures.
- 6. I can compare and order fractions and mixed numbers using words, numerals, and pictures.
 - a. I can correctly place common fractions and mixed numbers on a number line.
- 7. I can understand and use decimals and fractions that are similar as ways of showing parts of a whole or a set ($\frac{3}{10} = 0.3$).
- 8. I can model, represent, and explain multiplication using repeated addition, skip counting arrays and area model. For example:
 - a. I can write an equation for word problems with multiplication.
 - b. I can understand that factors in multiplication and division may have different units (3 boxes (unit) of 5 cookies (unit) each).
- 9. I can model, represent, and explain division by using repeated subtraction, arrays, sharing equally, and area model. For example:
 - a. I can write a story problem for division.
 - b. I can explain what a remainder means in a division story problem.
- 10. I can explain and use relationships between operations, such as:
 - a. Relate addition and subtraction as inverse (opposite) operations;
 - b. Relate multiplication and division as inverse (opposite) operation;
 - c. Relate that multiplication is repeated addition;
 - d. Relate that division is repeated subtraction.
- 11. I can model and use the commutative property (order) for addition ($2+3=3+2$) and multiplication ($2 \times 3=3 \times 2$) and the associative property (grouping) for addition ($(2+4) +3=2+ (4+3)$) and multiplication ($(2 \times 4) \times 3=2 \times (4 \times 3)$).
- 12. I can add and subtract whole numbers with and without regrouping.
- 13. I can demonstrate fluency in my multiplication facts through 10 and division facts to 10.
- 14. I can multiply 2- and 3- digit numbers by a single-digit number. I can divide 2- and 3-digit numbers by a single-digit number (without remainders for division).
- 15. I can decide if the answer makes sense based upon operations and the numbers involved (considering, relative size, place value and estimates).

GRADE 3 "I CAN" STATEMENTS

Measurement Standard (Grade 3 continued)

- 1. I can identify and select the correct units for measuring:
 - a. Length - miles, kilometers, and other units of measure;
 - b. Volume (capacity) – gallons, liters, cups;
 - c. Weight - ounces, pounds, grams, or kilograms;
 - d. Temperature - degrees (Fahrenheit or Celsius).
- 2. I can establish personal or common referents to list items that are the same size of common units (a gallon container of milk; a postage stamp is about a square inch).
- 3. I can tell time to the nearest minute on a clock (analog).
 - a. I can find elapsed time using a calendar or clock (analog).
- 4. I can read thermometers in both Fahrenheit and Celsius scales.
- 5. I can estimate and measure length, weight, and volume (capacity), using metric and U.S. customary units.
- 6. I can use correct measurement tools (rulers, scales) and methods (construct a rectangle, fill a measuring cup) to construct a figure or approximate an amount of specified length, weight, or volume.
- 7. I can estimate the perimeter, area, and volume using manipulatives.

Geometry and Spatial Sense Standard

- 1. I can analyze and describe properties of 2-D and 3-D objects using the vertex, edge, angle, side, and face of a shape.
- 2. I can identify, classify, draw, and make models of right, obtuse, acute, and straight angles (use straws).
- 3. I can find and plot a point on a grid (map or graph).
- 4. I can find and draw lines of symmetry to verify two-dimensional shapes.
- 5. I can build a three-dimensional model of an object using cubes.

Patterns, Functions and Algebra Standard

- 1. I can extend the multiplication and growing pattern and describe the rule in words.
- 2. I can analyze and replicate number sequences, with and without a calculator.
- 3. I can use patterns to make predictions, identify relationships, and solve problems.
- 4. I can solve problems by using objects, pictures, tables, numbers, letters, and other symbols.
- 5. I can write, solve, and explain simple number sentences where there is a missing number. $7 + \square > 8$ or $\triangle + 8 = 10$.
- 6. I can write number sentences and express mathematical relationships using the symbols =, >, or <.
- 7. I can create tables to record, organize and analyze information to find patterns and rules.
- 8. I can identify and describe the quantitative changes, by using addition and subtraction (evaporation).

Data Analysis and Probability Standard

- 1. I can collect and organize data from an experiment to answer a question.
- 2. I can draw and interpret picture graphs in which a picture stands for more than one object.
- 3. I can read, construct, and interpret bar graphs with intervals greater than one.
- 4. I can use information in a table or graph to support a prediction or conclusion.
- 5. I can match a set of data with a graph.
- 6. I can transfer information among charts, tables, line plots, picture graphs, and bar graphs.

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Data Analysis and Probability Standard (Grade 3 continued)

- 7. I can analyze and interpret information shown on a time line.
- 8. I can identify the mode (number that appears most often) and describe the information it Gives about a set of data.
- 9. I can conduct simple experiment or simulation of an event, record the results, chart, graph, make a table, and draw conclusions about the likelihood of possible outcomes.
- 10. I can solve problems (using models, pictures, diagrams and lists) by making different combinations of two to four items (R, B, Y shirts w/ G, P pants).

GRADE 3 "I CAN" STATEMENTS

Science

Earth and Space Sciences

- 1. I can compare properties of rocks (color, layering, and texture).
- 2. I can observe and investigate that rocks are often found in layers.
- 3. I can describe that smaller rocks come from the breakdown of larger rocks through the actions of plants and weather.
- 4. I can explain that soil is made of small pieces of rock and waste products from plants and animals.
- 5. I can investigate the properties of soil (color, texture, ability to hold water, ability to support plant growth).
- 6. I can investigate that soils are often found in layers and can be different from place to place.

Life Sciences

- 1. I can compare the life cycles of different animals.
- 2. I can understand that animal characteristics help them survive.
- 3. I can classify animals according to their characteristics. (body coverings, body structure)
- 4. I can give examples of living things that are similar to extinct ones.
- 5. I can observe and explore how fossils show evidence about animals and their environment of long ago.
- 6. I can describe how changes in an animal's habitat can be sometimes helpful and sometimes harmful.

Physical Sciences

- 1. I can describe the position of an object by using the position of a different object.
- 2. I can describe an objects motion by measuring its position over time.
- 3. I can name forces that affect motion of an object (gravity, magnetism, and collision).
- 4. I can predict what a force will do to an object (push or pull, weight, and friction).

Science and Technology

- 1. I can describe how technology can increase people's abilities (to move things, to extend senses).
- 2. I can describe ways that using technology can help and/or harm.
- 3. I can investigate ways that technology may affect people.
- 4. I can use the design process to solve a problem (identify a problem, ways to solve it, and create a solution).
- 5. I can describe ways to solve a given problem (how to hold down paper in the wind).

Science Inquiry

- 1. I can choose the correct measuring tools and use them safely to measure and record length and weigh in metric and English units.
- 2. I can discuss findings and measurements made by other people.
- 3. I can read and interpret simple tables and graphs.
- 4. I can identify and use safe science procedures.
- 5. I can record and organize findings (journals, charts, and tables).
- 6. I can tell others about my science findings in different ways. (written, orally, pictures)

GRADE 3 "I CAN" STATEMENTS

Scientific Ways of Knowing (Grade 3 continued)

- 1. I can describe different ways scientists find answers to their questions.
- 2. I can keep records and not change them if they are different from someone else's work.
- 3. I can find out through stories how men and women have helped the development of science.
- 4. I can name different careers in science.
- 5. I can discuss how men and women enjoy science as a career and in their everyday lives.

GRADE 3 "I CAN" STATEMENTS

Social Studies

History

- 1 a. I can define time by years, decades and centuries.
- 1 b. I can measure time by years, decades, and centuries.
- 2. I can place local historical events in order on a time line.
- 3. I can describe changes in the community over time including changes in:
 - a. Businesses;
 - b. Architecture;
 - c. Physical features;
 - d. Employment;
 - e. Education;
 - f. Transportation;
 - g. Technology;
 - h. Religion;
 - i. Recreation.

People in Society

- 1. I can compare cultural practices and products of groups of people in my local community:
 - a. Art;
 - b. Religion;
 - c. Language;
 - d. Food.
- 2. I can compare the cultures of the my local community with those of other communities in Ohio, the United States, and the world.
- 3. I can describe why, where, and how cultural groups settled within my local community.

Geography

- 1. I can use maps and photographs to ask and answer questions about the local community.
- 2 a. I can use a compass rose to locate places.
- 2 b. I can use cardinal directions (N,E,S,W) to locate places.
- 3. I can read and interpret local maps by using the map title, map key and direction indicators and symbols.
- 4. I can use a number/letter grid to find places on a map: physical features; human features.
- 5. I can find these on a map and globe
 - a. Arctic Circle
 - b. Antarctic Circle
 - c. North Pole
 - d. South Pole
 - e. Prime Meridian
 - f. the tropics
 - g. the hemispheres

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Geography (continued)

- 6. I can identify and describe the landforms, climate, vegetation, population and economy of the local community.
- 7. I can name ways that the environment (landforms, bodies of water, climate, and vegetation) affect and have been changed by my local community.
- 8. I can name types of transportation and communication.

Economics

- 1. I can explain opportunity cost (the result of a trade off) and give a personal example.
- 2 a. I can name people who buy goods and services as consumers.
- 2 b. I can name people who make goods or give services as producers.
- 3. I can give examples of production and consumption.
- 4. I can explain the positives (advantage) and negatives (disadvantages) of specialization and division of labor to produce items.
- 5. I can name different forms of money used over time, and understand that money helps buy goods, services, and resources, and allows money to be saved.
- 6. I can explain how the local community is a place where buyers and sellers exchange goods and services.
- 7. I can name examples of people and businesses in the local community that compete for money.

Government

- 1. I can explain the major jobs of local government including:
 - a. Keeping people safe;
 - b. Making laws;
 - c. Settling arguments;
 - d. Providing services;
 - e. Protecting people's rights.
- 2. I can explain the organization of local government and name local leaders (mayor, city council members).
- 3. I can name the location of local government buildings and explain the jobs of government that are done there.
- 4. I can name goods and services provided by local government, why people need them, and the way of paying for them (taxation).
- 5. I can explain power and authority.
- 6. I can explain why the use of power, without the right authority, is wrong (bullying, stealing).

Citizenship Rights and Responsibilities

- 1. I can describe how people help to make the community a better place to live including:
 - a. Working to save the environment;
 - b. Helping the homeless;
 - c. Fixing houses in low-income areas;
 - d. Supporting education;
 - e. Planning community events;
 - f. Starting a business.

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Citizenship Rights and Responsibilities (continued)

- 2. I can be a good citizen by:
 - a. Being polite;
 - b. Respecting the rights of others;
 - c. Volunteering;
 - d. Compromising;
 - e. Showing concern to others;
 - f. Working to achieve goals;
 - g. Helping in the community.

Citizenship Rights and Responsibilities, continued

- 3. I can describe the responsibilities of citizenship by:
 - a. Voting;
 - b. Obeying laws;
 - c. Respecting the rights of others;
 - d. Knowing about current events;
 - e. Paying taxes.

Social Studies Skills and Methods

- 1. I can get information about local issues from many sources including:
 - a. Maps;
 - b. Photos;
 - c. Oral histories;
 - d. Newspapers;
 - e. Letters;
 - f. Artifacts;
 - g. Documents (important papers).
- 2. I can find information using different parts of a source including:
 - a. Table of contents;
 - b. Title page;
 - c. Illustrations;
 - d. Key word searches.
- 3. I can name cause and effect relationships.
- 4. I can read and understand (interpret) pictographs, bar graphs, and charts.
- 5. I can identify and explain information using pictographs and bar graphs.
- 6. I can use a problem-solving/decision-making process which includes:
 - a. Identifying a problem;
 - b. Gathering information;
 - c. Listing and thinking about choices;
 - d. Thinking about advantages and disadvantages of choices;
 - e. Choosing and using a solution.