**THIRD GRADE I CAN ELA STATEMENTS**

**Reading – Foundational Skills**

**I can read words by using what I know about letters and sounds**

I can show what I have learned about letters and sounds by figuring out words

I can find and tell the meanings of most common prefixes

I can find and tell the meanings of most common suffixes

I can read words with common Latin suffixes

I can read words with more than one syllable

I can read third grade words that aren’t spelled the way they sound

**I can read and understand books at my level well**

I can fluently read and understand books at my level well

 I can read and understand third grade books

 I can read third grade books and poems aloud fluently, like a teacher does

 I can use what I understand from my reading to help me figure out or correct words I am having trouble with

**Reading – Literature**

**I can read, understand, and talk about fiction stories**

I can ask questions to show I understand the stories that I am reading

 I can answer questions to show that I understand the stories I am reading

 I can find the answers to specific questions within the stories that I read

 I can remember and retell different kinds of stories from many cultures

 I can figure out the lessons or morals of the stories that I read and explain that message using details from the story

 I can describe characters in stories and explain how their actions affect the story

 I can figure out the meanings of words or groups of words in stories by thinking about how they are used

 I can tell the difference between literal and non-literal language when I read

 I can write and talk about fiction by using the words for the different parts (ex: chapter, scene, stanza)

 I can describe how new parts of fiction stories build on the parts that already happened

 I can tell the difference between what I think and what the author or characters think in a story

 I can explain how the author uses illustrations to help the meaning in a story

 I can compare and contrast stories written by the same author about the same or similar characters

 I can read and understand third grade stories, plays, and poems independently

**Reading – Non-fiction and Informational Text**

**I can read, understand, and talk about non-fiction texts**

I can ask questions to show that I understand the information I am reading

 I can answer questions to show I understand the information I am reading

 I can find the answers to specific questions within informational text that I read

 I can figure out the main idea of informational text that I read

 I can talk about the most important details in the information I read and how these details support the main idea

 I can describe how some historical events are related to each other

 I can describe how the steps in a set of directions are related to each other

 I can figure out the meanings of words and phrases in science and social studies texts

 I can use the parts of a text that stand out (chapter & section titles, bold words, etc.) to find information quickly

 I can use search tools on the computer to find information quickly

 I can tell the difference between my opinions and what an author writes in informational texts

 I can show what I have learned from informational texts and illustrations by answering questions about where, when, why, and how

 I can describe how the sentences and paragraphs in informational text are connected and follow a logical order

 I can compare and contrast the most important ideas and details in two pieces of information about the same topic

 I can read and understand 3rd grade informational texts independently

**Writing**

**I can create different types of writing for different reasons**

I can write to share my opinion and give reasons to support that opinion

 I can write my opinion piece in an organized way with an introduction followed by reasons to support my opinion

 I can give logical reasons that support my opinion in my writing

 I can use linking words to connect my opinion with my reasons (ex: because, therefore, since, for example, etc.)

 I can write a conclusion (ending) to my opinion piece

 I can write clearly to inform and explain ideas to others

 I can write an informative text that introduces my topic and then group related information together

I can include illustrations to help others understand my topic better

I can write about a topic using facts, definitions, and details

 I can use linking words to connect the ideas in my writing (ex: also, another, and, more, but, etc.)

 I can write conclusions (endings) to my informative pieces of writing

 I can write organized stories that have lots of details

 I can write stories from different points of view that have characters and a plot

 I can use dialogue between the characters in my stories

 I can describe the actions and feelings of characters in my stories to help others understand the plots of the stories

 I can use time order (temporal words) to help others understand the order in my stories (first, next, then, finally, etc.)

 I can write logical conclusions (endings) to my stories

 I can stay focused and organized in all different types of writing

 I can write for different purposes, audiences, and topics

**I can make my writing better and get it ready for others to read**

I can plan, revise, and edit my writing with the help of friends and adults

 I can use technology to create and publish my writing

 I can use technology to communicate and work with others

**I can use research to learn more about a topic and present it to others**

 I can do short research projects to help me learn more about a topic

 I can remember what I have learned to help me with my research

 I can find new information from books or technology to help me with my research

 I can take notes to help me organize the research in my writing

 I can write for short times or over a longer period of time depending on my purpose, audience, and topic

**Speaking and Listening**

**I can have and understand conversations with all kinds of people**

I can be successful when I participate in discussions

 I can come to discussions prepared to share my ideas because I have read or studied what I needed to

 I can listen, wait until it’s my turn to speak, and be respectful of others when I am having discussions

 I can ask questions to help me understand and stay on topic when I have discussions

 I can ask questions during discussions to help me to connect my ideas with other people’s ideas

 I can explain my own thinking and ideas after a discussion

 I can figure out the main ideas and details of what I see and hear

 I can ask and answer questions about what a speaker says so that I understand and can talk more about the topic

**I can share my ideas and what I have learned**

 I can give a report to help others understand a topic better

 I can share a story or experience with important details to help others understand a topic better

 I can speak clearly and at an appropriate speed when I am speaking in front of others

 I can create engaging recordings of stories or poems to show my fluency in reading

 I can create visual presentations to help me share facts and details better

 I can speak in complete sentences to make what I am sharing more clear to others

**Language – Proper English**

**I can use proper English when I write and speak**

 I can show that I know how to use words correctly when I write and speak

 I can explain how parts of speech (nouns, pronouns, verbs, adjectives, and adverbs) work in different sentences

 I can correctly say, write, and use all kinds of plural nouns

 I can understand and use abstract nouns (those that I can’t see or touch – ex: childhood, honesty, courage, faith)

 I can correctly say, write, and use all kinds of verbs (action words)

 I can correctly say, write, and use different verb tenses (ex: I walked; I walk; I will walk)

 I can make sure that all my nouns and verbs go together correctly in the sentences I say and write

 I can make sure that all my pronouns and the nouns they refer to go together correctly in the sentences I say and write

 I can correctly use comparative and superlative adjectives and adverbs correctly when I talk and write

 I can use conjunctions in the correct way when I talk and write (ex: for, and, nor, but, or, yet, so, if, etc.)

 I can say and write simple, compound, and complex sentences

 I can show that I know how to write sentences correctly

 I can use capital letters correctly when I write titles

 I can use commas correctly in addresses

 I can use commas and quotation marks correctly when I write dialogue between two people or characters

 I can use apostrophes correctly to show possession

 I can spell commonly used words correctly and add suffixes to them if needed

 I can use patterns I know and rules I have learned to help me spell new words

 I can use a dictionary or other resources to check and correct my spelling

**I can use what I know about language in different situations**

I can write, speak, read, and listen by using what I know about the English language

 I can choose interesting words and phrases to help others understand my meaning better

 I can recognize differences between my speaking language and my written language

**I can figure out what words mean and use them in different situations**

I can figure out what words mean by thinking about what I have read and by using the strategies I have learned

 I can use clues from what I understand in a sentence to help me figure out new words

 I can use prefixes and suffixes that I know to help me understand the meanings of new words

 I can use root words I know to help me understand the meanings of new words

 I can use print and online dictionaries to help me find the meanings of new words

 I can show that I understand figurative language (ex: busy as a bee; slow as a snail; you are what you eat)

 I can figure out how words are related and how their meanings might be similar

 I can tell the differences between literal and non-literal language when I read

 I can find real-life connections between words and the way they are used (ex: people who are friendly or helpful)

 I can figure out the small differences in meaning with related words to tell about how people feel or how they are acting (ex: knew, believed, suspected, heard, wondered)

 I can use the new words and phrases I have learned in different ways to show I know what they mean