GRADE THREE LANGUAGE ARTS I can

- I can ask and answer questions to show that I understand fiction text, using only the text for answers.

- I can explain how specific parts of a text's illustrations add to what is communicated by the words in a story.

- I can write narratives to tell real or imagined experiences using effective techniques, descriptive details, and a clear sequence of events.

- I can establish a situation and introduce a narrator and/or characters.

- I can use time order words and phrases to show the order of events in a narrative piece.

- I can provide a satisfying closing in my narrative piece.

- I can use correct capitalization, punctuation, and spelling when writing.

- I can capitalize appropriate words in titles.

- I can use knowledge of grammar & conventions when writing, speaking, reading, or listening.

- I can use correct spelling for high frequency words and other studied words.

- I can use spelling patterns and other spelling rules in my writing.

- I can learn and use grade level words and phrases, including those that how time order and location.

- I can speak in complete sentences in order to provide details or make information clearer to listeners.

- I can ask and answer questions to show that I understand fiction text, using only the text for answers.
- I can ask and answer questions to show that I understand informational text, using only the text for answers.
- I can identify the main idea of a text, retell the key details, and explain how they support the main idea.
- I can describe the relationship between events, ideas, or steps in informational text, using words related to time, sequence, and cause/effect.
- I can use information gained from illustrations and the words in a text to demonstrate understanding of informational text.
- I can write for different lengths of time, for different purposes, and for different audiences.
- I can write with a clear message and sense of organization.
- I can develop my writing by planning, revising, and editing with the help of adults and peers.
- I can use reference materials such as dictionaries to check and correct spellings.
- I can explain the role of nouns, pronouns, and adjectives and their functions in sentences.
- I can form and use regular and irregular plural nouns.
- I can use abstract nouns such as feelings, values, and periods of time (examples: joy, honesty, yesterday).

- I can use context as a clue to figure out the meaning of a word or phrase.
- I can determine or make clear the meaning of unknown and multiple-meaning words and phrases using a variety of strategies.
- I can use glossaries or beginning dictionaries, both print and digital, to determine or make clear the precise meaning of key words and phrases.
- I can use learned words correctly in conversation and writing.
- I can learn and use grade level words and phrases, including those that show time order and location.
- I can separate my own point of view from the narrator or the characters.
- I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza. I can describe how each new part builds on earlier sections.
- I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
- I can describe the connection between sentences and paragraphs in a text, such as sequencing, comparison, and cause/effect.
- I can use dialogue and descriptions of actions, thoughts, and feelings to develop events and characters.
- I can conduct short research projects that build knowledge about a topic.
- I can write informative texts to examine a topic and communicate ideas and information clearly.
- I can introduce a topic and group related information together; including illustrations when useful.

- I can develop the topic with facts, definitions, and details.
- I can use linking words and phrases (such as also, another, and, more, but) to connect ideas and information.
- I can provide a concluding statement or section to my informational piece.
- I can use technology to publish writing and collaborate with others.
- I can create simple, compound, and complex sentences.
- I can use conjunctions to connect words, phrases, and sentences.
- I can explain the function of verbs and adverbs in general and their functions in particular sentences.
- I can form and use regular and irregular verbs.
- I can form and use adjectives and adverbs that compare.
- I can form and use simple verb tenses (past, present, future).
- I can identify and know the meaning of the most common prefixes and suffixes.
- I can determine the meaning of the words formed when suffixes are added to base words (for example: sitting, smiled, cries, happiness).
- I can determine the meaning of the words formed when a known affix is added to a known word (such as: agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- I can use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- I can determine the meaning of words and phrases in a nonfiction/informational text.

- I can determine the main idea of text read aloud or presented in a different format.

- I can participate in book discussions with different people, building on the ideas of others and sharing my own clearly.

- I can be prepared for book discussions, by reading the material and drawing on my own background knowledge and experiences.

- I can follow rules for discussions such as listening to others, speaking one at a time, and being respectful.

- I can ask questions to check my understanding of information presented, stay on topic, and link my comments to those of others.

- I can explain my own ideas and understanding of a topic being discussed.

- I can retell stories and determine the central message, lesson, or moral and explain how it is communicated through key details in the text.

- I can determine the meaning of words and phrases as they are used in a text, separating literal from non-literal language.

- I can read and comprehend literature, including stories, dramas, and poetry, from my grade level independently and proficiently.

- I can compare and contrast the most important points & key details presented in two informational texts on the same topic.

- I can separate my point of view from that of the author's point of view/opinion.

- I can use nonfiction text features to quickly locate relevant information on a given topic, including online tools.
- I can read and comprehend informational texts independently and proficiently.
- I can gather information from print and digital sources; take brief notes, and sort evidence into provided categories.
- I can write opinion pieces on topics or texts, supporting a point of view with reasons.
- I can introduce a topic or text, state an opinion, and create an organized list of reasons.
- I can provide reasons that support my opinion.
- I can use linking words and phrases (such as because, therefore, since, for example) to connect opinion and reasons.
- I can provide a concluding statement or section in my opinion piece.
- I can choose words and phrases for effect in my opinion piece.
- I can form and use possessive nouns and pronouns.
- I can make sure my subjects and verbs agree.
- I can correctly use commas and quotations marks when writing dialogue.
- I can correctly use commas in addresses.
- I can recognize the differences between spoken and written English.

- I can tell the difference between related words for states of mind or degrees of certainty (example: knew, believed, suspected, heard, wondered).

- I can understand figurative language, word relationships, and small differences in word meanings.

- I can tell the difference between the literal and non-literal meanings of words and phrases in context (for example: fish out of water, break a leg, take steps).

- I can ask and answer questions about information from a speaker.

- I can report on a topic or text, or tell a story, speaking clearly at an understandable pace.

- I can create engaging audio recordings of stories or poems that demonstrate fluent reading at an understandable pace, and add visual displays when needed.