

## Reading

### Literature



**Note:**  
These are  
end-of-year  
expectations  
for...

# Third Grade

<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● answer questions to show I understand important details in a story.</li> <li>● ask questions to show I understand important details in a story.</li> <li>● ask and answer questions before, during, and after reading text.</li> <li>● recount/retell (put into own words) stories.</li> <li>● retell a fable or folktale and explain the lesson in the story.</li> <li>● use the characters' actions to help me understand what happens in the story.</li> <li>● describe what characters do.</li> <li>● describe why characters do particular things.</li> <li>● describe characters feel.</li> <li>● describe what characters are like.</li> </ul>
<b>Craft &amp; Structure</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● tell the meaning of words and phrases.</li> <li>● tell the difference between true or factual and exaggerated text.</li> <li>● understand sentences that may have idioms, similes, metaphors, or exaggerations.</li> <li>● identify the chapter of a book when writing or speaking about a text.</li> <li>● identify the scene in a drama when writing or speaking about a text.</li> <li>● identify a stanza in a poem when writing or speaking about a text.</li> <li>● describe how each part of the text build on earlier parts.</li> <li>● define point of view.</li> <li>● determine the point of view of the narrator or character of a story.</li> <li>● explain how my point of view is similar to or different from a narrator or character in a story.</li> </ul>
<b>Integration of Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● define theme, setting, and plot.</li> <li>● identify themes, settings, and plots in stories written by the same author.</li> <li>● compare and contrast themes, settings, and plots in stories written by the same author.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read and understand stories at my grade level.</li> <li>● closely read complex grade level texts.</li> <li>● reread a text to find more information or clarify ideas.</li> <li>● use reading strategies to help me understand difficult, complex text.</li> </ul>

<b>Informational Text</b>	
<b>Key Ideas &amp; Details</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● answer questions to show that I know what I read.</li> <li>● answer questions about a text by referring to words and phrases in the book.</li> <li>● ask questions to show that I know what I read.</li> <li>● identify the main idea in a text.</li> <li>● tell the difference between the main idea and details of a text.</li> <li>● connect details to the main ideas that they support.</li> <li>● tell about the time, sequence, the cause and effect of an historical document.</li> <li>● tell about the time, sequence, the cause and effect of scientific ideas.</li> <li>● use language that shows time, sequence, and cause and effect when describing a text.</li> </ul>
<b>Craft &amp; Structure</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● identify general academic and domain-specific words and phrases in a text.</li> <li>● locate and use references to find meaning of general words.</li> <li>● locate and use references to find meanings of domain-specific words.</li> <li>● identify and give examples of text features and search tools.</li> <li>● use headings, bold words, captions, highlighted words, etc. to find information.</li> <li>● use search tools such as sidebars, keywords, and hyperlinks.</li> <li>● define point of view.</li> <li>● determine the point of view of the author.</li> <li>● tell my own point of view from the author's point of view.</li> </ul>
<b>Integration of Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● explain how illustrations in a text add meaning to the words.</li> <li>● use pictures and words in a text to help me understand what I read.</li> <li>● identify words authors use to help me make logical connections between sentences and paragraphs.</li> <li>● explain how connection words help me understand a text.</li> <li>● describe connections an author makes between sentences and paragraphs.</li> <li>● identify the most important points and key details found in two texts about the same topic.</li> </ul>
<b>Range of Reading and Level of Text Complexity</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● closely read complex grade level texts.</li> <li>● reread a text to find more information or clarify ideas.</li> <li>● use reading strategies to help me understand difficult, complex text.</li> </ul>

## Reading (continued)

<b>Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● find prefixes and suffixes in words.</li> <li>● (I know) the meanings of some prefixes and suffixes.</li> <li>● break apart words into syllable segments to help me decode words I do not know.</li> <li>● read words with suffixes.</li> <li>● read longer words and words that are spelled irregularly.</li> </ul>
<b>Fluency</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● read grade level text with accuracy.</li> <li>● make my reading sound like conversation.</li> <li>● recognize when a word I have read does not make sense within the text.</li> <li>● self-correct misread or misunderstood words using context clues.</li> <li>● reread with corrections when necessary.</li> </ul>

## Writing

<b>Text Types &amp; Purposes: Opinion</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● determine my opinion or point of view on a topic or text.</li> <li>● create an organizational structure to introduce my topic and opinion.</li> <li>● write an opinion about something that I have read.</li> <li>● support my opinion with details from the text that I have noted on a graphic organizer.</li> <li>● connect the reasons and details with words like: <i>because, therefore, since, and for example</i>.</li> <li>● write a conclusion to my writing.</li> </ul>
<b>Text Types &amp; Purposes: Informative/ Explanatory</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● write a paper to inform someone about or explain a topic.</li> <li>● use details and facts to support the topic.</li> <li>● use illustrations, pictures, or other media to help my reader understand the writing.</li> <li>● connect my information using linking words and phrases.</li> <li>● write a conclusion for my paper.</li> </ul>
<b>Text Types &amp; Purposes: Narrative</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● write a story about something that has happened or made up story.</li> <li>● tell the story in order from beginning to end.</li> <li>● use words to describe the characters and setting in my story.</li> <li>● use a character's thoughts, words, feelings, and actions to show how events happened and how characters respond to the events.</li> <li>● show changes in time by using temporal words and phrases.</li> <li>● write a conclusion that sums up the story.</li> </ul>

## Writing (continued)

<b>Production &amp; Distribution</b>	<p>I can...</p> <ul style="list-style-type: none"><li>● identify the writing style that best fits my fast and purpose.</li><li>● use graphic organizers to develop my writing ideas.</li><li>● create a piece of writing that shows my understanding of a specific writing style.</li></ul> <p>When someone helps me, I can...</p> <ul style="list-style-type: none"><li>● use prewriting strategies to formulate ideas.</li><li>● recognize that a good piece of writing requires more than one draft.</li><li>● edit to make my writing clearer.</li><li>● revise my writing to make sure I stay on topic.</li><li>● prepare a new draft with changes that strengthens my writing.</li><li>● use resources and technology to finish and share my work.</li><li>● work with others to create a writing project.</li><li>● use keyboard keyboarding skills to prepare my writing for publication.</li></ul>
<b>Research to Build and Present Knowledge</b>	<p>I can...</p> <ul style="list-style-type: none"><li>● learn new things about a topic by doing research.</li><li>● recall information from experiences or gather information from print and digital sources about a topic.</li><li>● sort the information from my notes into provided categories.</li></ul>
<b>Range of Writing</b>	<p>I can...</p> <ul style="list-style-type: none"><li>● write for long or short periods of time, depending on my task.</li><li>● choose a writing structure to fit my task, purpose, and/or audience.</li><li>● write for a variety of reasons.</li><li>● complete a writing assignment in the time that my teacher has set for me.</li></ul>

## Speaking & Listening

<p><b>Comprehension and Collaboration</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● bring the correct information to a discussion.</li> <li>● give ideas about that information to the group.</li> <li>● follow rules by respecting and listening to others, taking turns during a discussion.</li> <li>● ask and answer questions about the topic</li> <li>● add to the discussion after listening.</li> <li>● stay on topic by making comments about the info being discussed.</li> <li>● make connections between the comments of others.</li> <li>● identify information from a text being read aloud.</li> <li>● identify information that is presented in different formats.</li> <li>● use the information gathered to determine the main idea and support details of a presentation.</li> <li>● compare the main idea with supporting details from different media forms with similar topics.</li> <li>● stay focused on the topic.</li> <li>● ask the speaker appropriate questions.</li> <li>● answer questions that the speaker asks.</li> </ul>
<p><b>Presentation of Knowledge and Ideas</b></p>	<p>I can...</p> <ul style="list-style-type: none"> <li>● present a topic, text, story, or experience with facts and relevant descriptive details.</li> <li>● share information by speaking in a clear and understandable way.</li> <li>● read aloud stories or poems and use my voice to make them come to life.</li> <li>● share at an understandable reading pace on a recording (video, PowerPoint, iPod, iPad, computer or CD)</li> <li>● use pictures or posters to help the audience understand my reading.</li> <li>● recognize a complete sentence.</li> <li>● speak using complete sentences with asked to provide details or clarification.</li> </ul>

## Language Standards

<b>Conventions of Standard English</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs.</li> <li>● make and use regular and irregular plural nouns correctly.</li> <li>● use abstract nouns (<i>e.g. childhood</i>).</li> <li>● make and use simple verb tenses correctly.</li> <li>● make sentences where the subject and verb agree.</li> <li>● make sentences where pronouns agree with nouns.</li> <li>● correctly use coordinating and subordinating conjunctions.</li> <li>● produce simple, compound, and complex sentences.</li> <li>● capitalize important words in a title.</li> <li>● use commas in addresses.</li> <li>● use commas and quotation marks in dialogue.</li> <li>● form and use possessives.</li> <li>● spell words that are high-frequency and studied.</li> <li>● add suffixes to base/root words (<i>e.g. sitting, smiled, cries, happiness</i>).</li> <li>● use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position-based spellings.</li> <li>● use reference material to check spelling.</li> <li>● identify words and phrases in a story that bring it to life and create effect or interest.</li> <li>● use words and phrases to make my language more exciting.</li> <li>● tell the differences between the rules of speaking and writing.</li> </ul>
<b>Vocabulary Acquisition and Use</b>	<p>I can...</p> <ul style="list-style-type: none"> <li>● use context clues to understand a meaning of a new word.</li> <li>● recognize and define common affixes (<i>e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>● break down unknown words into units of meaning to determine definitions.</li> <li>● understand words with suffixes and prefixes added to them.</li> <li>● use root/base words to figure out our new words (<i>e.g. company, companion</i>).</li> <li>● use dictionaries or the Internet to find the meanings of words and phrases.</li> <li>● tell the difference between literal and nonliteral phrase meanings.</li> <li>● give real-life examples of word meanings.</li> <li>● show the shades of meanings of related words.</li> <li>● recognize words that have similar meaning, and choose the word that best describes the mood/state of mind.</li> <li>● use new grade level appropriate words and phrases.</li> <li>● use grade level appropriate words that tell when and where.</li> <li>● recognize the difference between general academic words and phrases and domain-specific words and phrases.</li> </ul>