

## Third Grade Literacy Report Card Categories

Standards	Student-Friendly I Can Statements
<b>Reading Foundational Skills</b>	
<p><u>Fluency</u>            RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<ul style="list-style-type: none"> <li>• I can read grade level text with accuracy.</li> <li>• I can make my reading sound like a conversation.</li> <li>• I can recognize when a word I have read does not make sense within the text.</li> <li>• I can self-correct misread or misunderstood words using context clues.</li> <li>• I can reread with corrections when necessary.</li> </ul>
<b>Reading Literature</b>	
<p><u>Key Ideas &amp; Details</u>            RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<ul style="list-style-type: none"> <li>• I can answer questions to show I understand important details in a story</li> <li>• I can ask questions to show I understand important details in a story</li> <li>• I can ask and answer questions before, during, and after reading a text</li> <li>• I can recount/retell (put in my own words) stories</li> <li>• I can retell a fable or folktale and explain the lesson in the story</li> </ul>
<p><u>Craft &amp; Structure</u>            RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<ul style="list-style-type: none"> <li>• I can define point of view</li> <li>• I can determine the point of view of the narrator or character of a story</li> <li>• I can tell my own point of view from the narrator or characters of a story</li> <li>• I can explain how my point of view is similar to or different from a narrator or character in a story</li> </ul>
<p><u>Range of Reading and Level of Text Complexity</u>            RL.3.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• I can read and understand stories at my grade level</li> <li>• I can closely read complex grade level texts</li> <li>• I can reread a text to find more information or clarify ideas</li> <li>• I can use reading strategies to help me understand difficult complex text</li> </ul>

<b>Reading Informational Text</b>	
<p><b><u>Key Ideas &amp; Details</u></b>            RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.            RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<ul style="list-style-type: none"> <li>• I can answer questions to show that I know what I read</li> <li>• I can answer questions about a text by referring to words and phrases in the book</li> <li>• I can ask questions to show that I know what I read</li> <li>• I can identify main idea in a text</li> <li>• I can tell the difference between the main idea and details of a text</li> <li>• I can connect details to the main ideas that they support</li> </ul>
<p><b><u>Craft &amp; Structure</u></b>            RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.            RI.3.6 Distinguish their own point of view from that of the author of a text.</p>	<ul style="list-style-type: none"> <li>• I can identify general academic and domain specific words and phrases in a text</li> <li>• I can locate and use references to find meaning of general words</li> <li>• I can locate and use references to find meanings of domain-specific words</li> <li>• I can define point of view</li> <li>• I can determine the point of view of the author</li> <li>• I can tell my own point of view from the author's point of view</li> </ul>
<p><b><u>Integration of Knowledge and Ideas</u></b>            RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text.            RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>• I can identify words authors use to help me make logical connections between sentences and paragraphs</li> <li>• I can explain how connection words help me understand a text</li> <li>• I can describe connections an author makes between sentences and paragraphs</li> <li>• I can identify the most important points and key details found in two texts about the same topic</li> <li>• I can find things that are the same in two texts about the same topic</li> <li>• I can find things that are different in two texts about the same topic</li> </ul>
<p><b><u>Range of Reading and Level of Text Complexity</u></b>            RI.3.10 By the end of the year read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>• I can closely read complex grade level texts</li> <li>• I can reread a text to find more information or clarify ideas</li> <li>• I can use reading strategies to help me understand difficult complex text</li> </ul>

<b>Writing</b>	
<p><u>Opinion</u></p> <p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> <li>• I can determine my opinion or point of view on a topic or text</li> <li>• I can create an organizational structure to introduce my topic and opinion</li> <li>• I can write an opinion about something that I have read</li> <li>• I can support my opinion with details from the text that I have noted on a graphic organizer</li> <li>• I can connect the reasons and details with words like: because, therefore, since, and for example</li> <li>• I can write a conclusion to my writing</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can use prewriting strategies to formulate ideas</li> <li>• I can recognize that a good piece of writing requires more than one draft</li> <li>• I can edit to make my writing clearer</li> <li>• I can revise my writing to make sure I stay on topic</li> <li>• I can prepare a new draft with changes that strengthens my writing</li> </ul>
<p><u>Informative</u></p> <p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<ul style="list-style-type: none"> <li>• I can write a paper to inform someone about or explain a topic</li> <li>• I can use details and facts to support the topic</li> <li>• I can use illustrations, pictures, or other media to help my reader understand the writing</li> <li>• I can connect my information using linking words and phrases</li> <li>• I can write a conclusion for my paper</li> </ul> <p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can use prewriting strategies to formulate ideas</li> <li>• I can recognize that a good piece of writing requires more than one draft</li> <li>• I can edit to make my writing clearer</li> <li>• I can revise my writing to make sure I stay on topic</li> <li>• I can prepare a new draft with changes that strengthens my writing</li> </ul>

### Narrative

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

- I can write a story about something that has happened or a made up story
  - I can tell the story in order from beginning to end
  - I can use words to describe the characters and setting in my story
  - I can use a character's thoughts, words, feelings, and actions to show how events happen and how characters respond to the events
  - I can show changes in time by using temporal words and phrases
  - I can write a conclusion that sums up the story
- When someone helps me:
- I can use prewriting strategies to formulate ideas
  - I can recognize that a good piece of writing requires more than one draft
  - I can edit to make my writing clearer
  - I can revise my writing to make sure I stay on topic
  - I can prepare a new draft with changes that strengthens my writing

### Research

W.3.7 Conduct short research projects that build knowledge about a topic.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

- I can learn new things about a topic by doing research
- When someone helps me:
- I can use prewriting strategies to formulate ideas
  - I can recognize that a good piece of writing requires more than one draft
  - I can edit to make my writing clearer
  - I can revise my writing to make sure I stay on topic
  - I can prepare a new draft with changes that strengthens my writing

<b>Speaking &amp; Listening</b>	
<p><b><u>Comprehension &amp; Collaboration</u></b>            SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on each other's ideas and expressing their own clearly.            SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<ul style="list-style-type: none"> <li>• I can bring the correct information to a discussion</li> <li>• I can give ideas about that information to the group</li> <li>• I can follow rules by respecting and listening to others, taking turns during a discussion</li> <li>• I can ask and answer questions about the topic</li> <li>• I can add to the discussion after listening</li> <li>• I can stay on topic by making comments about the information being discussed</li> <li>• I can make connections between the comments of others</li> <li>• I can stay focused on the topic</li> <li>• I can ask the speaker appropriate questions</li> <li>• I can answer questions that the speaker asks</li> </ul>
<p><b><u>Presentation of Knowledge and Ideas</u></b>            SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>• I can present a topic, text, story, or experience with facts and relevant descriptive details</li> <li>• I can share information by speaking in a clear and understandable way</li> </ul>
<b>Language</b>	
<p><b><u>Conventions of Standard English</u></b>            L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.            L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> <li>• I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs</li> <li>• I can make and use regular and irregular plural nouns correctly</li> <li>• I can use abstract nouns</li> <li>• I can make and use irregular verbs correctly</li> <li>• I can make and use simple verb tenses correctly</li> <li>• I can make sentences where the subject and verb agree</li> <li>• I can make sentences where pronouns agree with nouns</li> <li>• I can correctly use comparative and superlative adjectives and adverbs</li> <li>• I can correctly use coordinating and subordinating conjunctions</li> <li>• I can produce simple, compound and complex sentences</li> <li>• I can capitalize important words in a title</li> <li>• I can use commas in addresses</li> <li>• I can use commas and quotation marks in dialogue</li> <li>• I can form and use possessives</li> <li>• I can spell words that are high-frequency and studied</li> <li>• I can add suffixes to base/root words</li> <li>• I can use spelling patterns and generalizations like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings</li> <li>• I can use reference materials to check spelling</li> </ul>