

Grade 3
"I Can" Curriculum Statements
~Second 9 Weeks~

An overview of the major ELA and Math concepts taught this quarter can be found below.
Please note that while taught, not all standards are assessed.

ELA Checklist- Q2

Reading Literature (Fiction)

___ can 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. (RL.3.2)

Reading Informational Text (Non-Fiction)

___ can describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (RI.3.3)

___ can distinguish their own point of view from that of the author of a text. (RI.3.6)

___ can compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)

Speaking and Listening

___ can determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2)

___ can 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. (SL.3.4)

Writing/Grammar

___ can write opinion pieces on topics or texts, supporting points of view with reasons. (W.3.1)

___ can write informative/explanatory texts to examine topics and convey ideas and information clearly. (W.3.2)

___ can stay focused and organized in my writing with support (W.3.4)

___ can write for different purposes, audiences, and topics (W.3.4)

___ can strengthen writing as needed by planning, revising, and editing. (W.3.5)

___ can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8)

___ can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences (L.3.1a)

___ can use coordinating and subordinating conjunctions. (L.3.1h)

___ can correctly say, write and use simple verb tenses (e.g., I walked; I walk; I will walk) (L.3.1e)

___ can produce and write simple, compound and complex sentences (L.3.1i)

___ can use clues in sentences to help me understand new words (L.3.4a)

___ can determine the meaning of the new word formed when a known affix is added to a known word. (L.3.4b)

___ can distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). (L.3.5a)

___ can distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (L.3.5b)

Math Checklist- Q2

Numbers and Operations in Base Ten

___ can use place value understanding to round numbers to the nearest 10 or 100. (3.NBT.1)

___ can add and subtract numbers within 1,000 using tools and strategies (3.NBT.2)

Operations and Algebraic Thinking

___ can represent multiplication as equal groups with arrays. (3.OA.1)

___ can represent equal shares with drawings and number models. (3.OA.2)

___ can use multiplication or division to solve number stories involving equal groups or equal shares. (3.OA.3)

___ can determine the unknown product or factor in multiplication and division equations involving 1s, 2s, 5s, and 10s facts. (3.OA.4)

___ can illustrate the “turn-around rule” (Commutative Property of Multiplication) with arrays and facts. (3.OA.5)

___ can know all products of one-digit numbers X 1, X 2, X 5, and X 10. (3.OA.7)

___ can use mental computation and estimation strategies, including rounding, to determine whether answers to addition and subtraction problems are reasonable. (3.OA.8)

___ can represent problems using equations with a ? standing for the unknown quantity. (3.OA.8)

Measurement and Data

___ can use strategies and tools to solve problems and number stories involving time intervals in minutes. (3.MD.1)

___ can use information in a given scaled bar graph to solve one-step “how many more” and “how many less” problems. (3.MD.3)

___ can measure lengths to the nearest $\frac{1}{2}$ inch using rulers marked with wholes, halves, and quarter inches. (3.MD.4)

___ can recognize area as an attribute of plane figures. (3.MD.5)

___ can measure areas by counting square units. (3.MD.6)

___ can find the area of rectangles with whole number sides by tiling it. (3.MD.7)

___ can solve problems involving perimeters of polygons. (3.MD.8)

Geometry

___ can partition rectangles into parts with equal areas. (3.G.2)