

Grade 3  
"I Can" Curriculum Statements  
~Fourth 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 Q4

### **Reading Literature (Fiction)**

\_\_\_ can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1)

\_\_\_ can describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3)

\_\_\_ can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4)

\_\_\_ can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (RL.3.5)

\_\_\_ can distinguish their own point of view from that of the narrator or those of the other characters. (RL.3.6)

\_\_\_ can explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7)

\_\_\_ can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. (RL.3.9)

### **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 describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8)

\_\_\_ 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 come to discussions prepared, having read or studied the required material, and explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1.a)

\_\_\_ can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.1.C)

\_\_\_ can ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (SL.3.3)

\_\_\_ 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)

\_\_\_ can speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (SL.3.6)

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## Writing/Grammar

- \_\_\_ can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2)
  - \_\_\_ can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3)
  - \_\_\_ can produce writing in which the development and organization are appropriate to the task and purpose. (W.3.4)
  - \_\_\_ can conduct short research projects that build knowledge about a topic. (W.3.7)
  - \_\_\_ 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 form and use regular and irregular plural nouns. (L.3.1b)
  - \_\_\_ can use abstract nouns. (L.3.1c)
  - \_\_\_ can form and use regular and irregular verbs. (L.3.1e)
  - \_\_\_ can ensure subject-verb agreement. (L.3.1f)
  - \_\_\_ can form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (L.3.1g)
  - \_\_\_ can use commas in addresses (L.3.2.b)
  - \_\_\_ can use commas and quotation marks in dialogue. (L.3.2c)
  - \_\_\_ can form and use possessives. (L.3.2d)
  - \_\_\_ can use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (L.3.2e)
  - \_\_\_ can use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (L.3.2f)
  - \_\_\_ can consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2f)
  - \_\_\_ can choose words and phrases for effect. (L.3.3a)
  - \_\_\_ can recognize and observe differences between the conventions of spoken and written standard English. (L.3.3b)
  - \_\_\_ can use a known root word as a clue to the meaning of an unknown word with the same root. (L.3.4c)
  - \_\_\_ can use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4d)
  - \_\_\_ can identify real-life connections between words and their use. (L.3.5b)
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## Math Checklist Q4

### Numbers and Operations in Base Ten

- \_\_\_ can use place value understanding to round numbers to the nearest 10 or 100. (3NBT.1)
- \_\_\_ can fluently add and subtract within 1,000 using tools and strategies. (3NBT.2)
- \_\_\_ can multiply one-digit whole number by multiples of 10 from 10-90. (3NBT.3)

### Numbers and Operations Fractions

- \_\_\_ can identify and represent fractions using pictures, words, and fraction circles (3NF.1)
- \_\_\_ can represent fractions on a number line from 0-1. (3NF.2)
- \_\_\_ can identify equivalent fractions. (3NF.3c)

\_\_\_\_\_ can compare two fractions with the same numerator or denominator, using  $>$ ,  $<$ , or  $=$ .  
(3.NF.3d)

### **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. (3.OA.3)

\_\_\_\_\_ can determine the unknown product or factor in multiplication and division equations involving 0s, 1s, 2s, 3s, 5s, 9s, and 10s facts. (3.OA.4)

\_\_\_\_\_ can fluently multiply and divide within 100, and know from memory all products of two one-digit numbers. (3.OA.7)

\_\_\_\_\_ can solve two-step word problems using the four operations. (3.OA.8)

### **Measurement and Data**

\_\_\_\_\_ can tell and write time to the nearest minute. (3.MD.1)

\_\_\_\_\_ can solve word problems involving time intervals in minutes. (3.MD.1)

\_\_\_\_\_ can use add, subtract, multiply, or divide to solve one-step word problems about mass or volume. (3.MD.2)

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

\_\_\_\_\_ can measure lengths to the nearest  $\frac{1}{2}$  inch and  $\frac{1}{4}$  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 a rectangle by multiplying the side lengths. (3.MD.7)

\_\_\_\_\_ can solve real world and mathematical problems involving perimeters of polygons.  
(3.MD.8)

### **Geometry**

\_\_\_\_\_ can recognize specified subcategories of quadrilaterals. (3.G.1)

\_\_\_\_\_ can partition shapes into parts with equal areas. (3.G.2)