

# Third Grade I CANS

Student's Name: \_\_\_\_\_

English Language Arts

Foundational Literacy

<b>Phonics and Word Recognition</b>	Q1	Q2	Q3	Q4
<b>3.FL.PWR.3</b> I CAN Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
<b>a.</b> I CAN identify and define the meaning of the most common prefixes and derivational suffixes.				
<b>b.</b> I CAN decode words with common Latin suffixes, such as -ly, -less, and -ful.				
<b>c.</b> I CAN Decode multi-syllable words.				
<b>d.</b> I CAN read grade-appropriate irregularly spelled words.				
<b>Word Composition</b>	Q1	Q2	Q3	Q4
<b>3.FL.WC.4</b> I CAN know and apply grade-level phonics and word analysis skills when encoding words; write legibly.				
<b>a.</b> I CAN use spelling patterns and generalizations in writing one-, two-, and three-syllable words.				
<b>b.</b> I CAN use conventional spelling for high frequency words, including irregular words.				
<b>c.</b> I CAN consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings.				
<b>d.</b> I CAN write legibly in manuscript; write all lower & uppercase cursive letters.				
<b>Fluency</b>	Q1	Q2	Q3	Q4
<b>3.FL.F.5</b> I CAN read with sufficient accuracy and fluency to support comprehension.				
<b>a.</b> I CAN read grade-level text with purpose and understanding				
<b>b.</b> I CAN read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.				
<b>c.</b> I CAN use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				

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<b>Sentence Composition</b>	Q1	Q2	Q3	Q4
<b>3.FL.SC.6</b> I CAN demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
<b>a.</b> I CAN explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.				
<b>b.</b> I CAN form and use regular and irregular plural nouns.				
<b>c.</b> I CAN use abstract nouns.				
<b>d.</b> I CAN form and use regular and irregular verbs.				
<b>e.</b> I CAN form and use simple verb tenses.				
<b>f.</b> I CAN ensure subject-verb and pronoun-antecedent agreement.				
<b>g.</b> I CAN form and use comparative and superlative adjectives and adverbs correctly.				
<b>h.</b> I CAN use coordinating and subordinating conjunctions.				
<b>i.</b> I CAN produce simple, compound, and complex sentences.				
<b>j.</b> I CAN capitalize appropriate words in titles.				
<b>k.</b> I CAN use commas in addresses.				
<b>l.</b> I CAN use commas and quotation marks in dialogue.				
<b>m.</b> I CAN form and use possessives.				
<b>n.</b> I CAN write a cohesive paragraph with a main idea and detailed structure.				

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<b>Vocabulary Acquisition</b>	Q1	Q2	Q3	Q4
<b>3.FL.VA.7a</b> I CAN determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.				
<b>i.</b> I CAN use sentence-level context as a clue to the meaning of a word or phrase.				
<b>ii.</b> I CAN determine the meaning of the new word formed when a known affix is added to a known word.				
<b>iii.</b> I CAN use a known root word as a clue to the meaning of an unknown word with the same root.				
<b>iv.</b> I CAN use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
<b>3.FL.VA.7b</b> I CAN demonstrate understanding of word relationships and nuances in word meanings.				
<b>i.</b> I CAN distinguish the literal and nonliteral meanings of words and phrases in context.				
<b>ii.</b> I CAN identify real-life connections between words and their use.				
<b>iii.</b> I CAN Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.				
<b>3.FL.VA.7c</b> I CAN acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.				

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<b>Reading: Literature</b>	Q1	Q2	Q3	Q4
<b>3.RL.KID.1</b> I CAN ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.				
<b>3.RL.KID.2</b> I 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.				
<b>3.RL.KID.3</b> I CAN describe characters in a story and explain how their actions contribute to the sequence of events.				
<b>3.RL.CS.4</b> I CAN determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language (e.g., <i>feeling blue versus the color blue</i> ).				
<b>3.RL.CS.5</b> I CAN refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.				
<b>3.RL.CS.6</b> I CAN distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.				
<b>3.RL.IKI.7</b> I CAN explain how illustrations in a text contribute to what is conveyed by the words.				
<b>3.RL.IKI.8</b> Not applicable to literature.				
<b>3.RL.IKI.9</b> I CAN compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.				
<b>3.RL.RRTC.10</b> I CAN read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.				

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<b>Reading: Informational Text</b>	Q1	Q2	Q3	Q4
<b>3.RI.KID.1</b> I CAN ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.				
<b>3.RI.KID.2</b> I CAN determine the main idea of a text; recount the key details and explain how they support the main idea.				
<b>3.RI.KID.3</b> I 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.				
<b>3.RI.CS.4</b> I CAN determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.				
<b>3.RI.CS.5</b> I CAN use text features to locate information relevant to a given topic efficiently.				
<b>3.RI.CS.6</b> I CAN distinguish reader point of view from that of an author of a text.				
<b>3.RI.IKI.7</b> I CAN use information gained from illustrations and the words in a text to demonstrate understanding of a text.				
<b>3.RI.IKI.8</b> I CAN explain how reasons support specific points an author makes in a text.				
<b>3.RI.IKI.9</b> I CAN compare and contrast the most important points and key details presented in two texts on the same topic.				
<b>3.RI.RRTC.10</b> I CAN read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.				

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<b>Speaking and Listening</b>	Q1	Q2	Q3	Q4
<b>3.SL.CC.1</b> I CAN prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.				
<b>3.SL.CC.2</b> I CAN determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.				
<b>3.SL.CC.3</b> I CAN ask and answer questions about information from a speaker, offering appropriate elaboration and detail.				
<b>3.SL.PKI.4</b> I 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.				
<b>3.SL.PKI.5</b> I CAN add audio or visual elements when appropriate to emphasize or enhance certain facts or details.				
<b>3.SL.PKI.6</b> I CAN speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.				
<b>Writing</b>	Q1	Q2	Q3	Q4
<b>3.W.TTP.1</b> I CAN write opinion pieces on topics or texts, supporting a point of view with reasons.				
<b>a.</b> I CAN introduce a topic or text.				
<b>b.</b> I CAN develop an opinion with reasons that support the opinion.				
<b>c.</b> I CAN create an organizational structure that lists supporting reasons.				
<b>d.</b> I CAN provide a concluding statement or section.				
<b>e.</b> I CAN Use linking words and phrases to connect opinion and reasons.				
<b>f.</b> I CAN apply language standards addressed in the Foundational Literacy standards.				

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<b>Writing</b>	Q1	Q2	Q3	Q4
<b>3.W.TTP.2</b> I CAN write informative/explanatory texts to examine a topic and convey ideas and information.				
<b>a.</b> I CAN introduce a topic.				
<b>b.</b> I CAN group related information together, including illustrations when needed to provide clarity to the reader.				
<b>c.</b> I CAN develop the topic with facts, definitions, and details.				
<b>d.</b> I CAN provide a conclusion.				
<b>e.</b> I CAN use linking words and phrases to connect ideas within categories of information.				
<b>f.</b> I CAN use precise language to inform about or explain the topic.				
<b>g.</b> I CAN apply language standards addressed in the Foundational Literacy standards.				
<b>3.W.TTP.3</b> I CAN write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.				
<b>a.</b> I CAN establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.				
<b>b.</b> I CAN use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.				
<b>c.</b> I CAN use temporal words and phrases to signal event order.				
<b>d.</b> I CAN provide a sense of closure.				
<b>e.</b> I CAN apply language standards addressed in the Foundational Literacy standards.				

# Progress Report

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## Writing

Q1 Q2 Q3 Q4

**3.W.PDW.4** I CAN with guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)

**3.W.PDW.5** I CAN with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)

**3.W.PDW.6** I CAN with guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

**3.W.RBPK.7** I CAN conduct short research projects that build general knowledge about a topic.

**3.W.RBPK.8** I CAN recall information from experiences or gather information from print and digital sources, with support; take brief notes on sources and sort evidence into provided categories.

**3.W.RBPK.9** I CAN include evidence from literary or informational texts, applying grade 3 standards for reading.

**3.W.RW.10** I CAN write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

## Comments

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