

## WLS Common Core ELA “I can...” Statements – Grade 3

Strand: Reading Literature	“I can...” Statement
3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> <li>• I can create questions about a story that can be answered only by information in the text.</li> <li>• I can answer questions about a story using information from the text.</li> </ul>
3.RL.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.	<ul style="list-style-type: none"> <li>• I can retell in detail different myths, fables, and folktales from different cultures.</li> <li>• I can determine the lesson or moral of a fable.</li> <li>• I can determine the moral of a myth.</li> <li>• I can determine the point (purpose) of a folktale.</li> <li>• I can provide details from the text to prove a lesson, moral, or point.</li> </ul>
3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none"> <li>• I can describe the traits of a character(s).</li> <li>• I can describe what motivates a character(s).</li> <li>• I can describe the feelings of a character(s).</li> <li>• I can explain how the actions of a character(s) effect the sequence of a story.</li> </ul>
3.RL.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<ul style="list-style-type: none"> <li>• I can use the text to determine the meaning of literal words and phrases.</li> <li>• I can use context clues to determine the meaning of nonliteral words and phrases.</li> </ul>
3.RL.5. 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.	<ul style="list-style-type: none"> <li>• I can include details of a story in my writing.</li> <li>• I can include details of a play in my writing.</li> <li>• I can include details of a poem in my writing.</li> <li>• I can include details of a story when talking about the story.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can include details about a play when talking about the play.</li> <li>• I can use the vocabulary “chapter” when speaking or writing about a story.</li> <li>• I can use the vocabulary word “scene” when speaking or writing about a play.</li> <li>• I can use the vocabulary word “stanza” when speaking or writing about a poem.</li> <li>• I can explain how the actions of one chapter contribute to the events of the next or following chapter(s) of a story.</li> <li>• I can explain how the actions of one scene of a play contribute to the events of the next or following scenes of a play.</li> <li>• I can explain how the actions of one stanza of a poem contribute to the events to the next or following stanza of a poem.</li> </ul>
<p>3.RL.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 create my own opinion about a text that is separate from the author’s opinion.</li> </ul>
<p>3.RL.7. 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).</p>	<ul style="list-style-type: none"> <li>• I can explain how illustrations add meaning to the words of the story.</li> <li>• I can identify illustrations that support the story.</li> </ul>
<p>3.RL.8. (Not applicable to literature)</p>	
<p>3.RL.9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<ul style="list-style-type: none"> <li>• I can explain what is the same and what is different about different themes in a book series that contains the same/similar characters written by the same author.</li> <li>• I can explain what is the same and what is different about different settings in a book series that contains the same/similar characters written by the same author.</li> <li>• I can explain what is the same and what is different about different plots in a book series that contains the same/similar characters written by the same author.</li> </ul>

<p>3.RL.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 different types of texts at grade level accurately and independently.</li> <li>• I can accurately and independently comprehend different kinds of text at grade level (grades 2-3 text complexity band).</li> </ul>
<p style="text-align: center;"><b>Strand: Reading Informational Text</b></p>	<p style="text-align: center;"><b>“I can...” Statement</b></p>
<p>3.RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<ul style="list-style-type: none"> <li>• I can create questions about the selection, showing that I understand what I have read.</li> <li>• I can answer questions about the selection, showing that I understand what I have read.</li> <li>• I can find (locate) the answers in the selection.</li> </ul>
<p>3.RI.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 tell what the selection is about.</li> <li>• I can choose important facts.</li> <li>• I can tell the main idea of the selection.</li> <li>• I can choose important details that help prove or support the main idea.</li> <li>• I can tell how the details support the main idea.</li> </ul>
<p>3.RI.3. 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.</p>	<ul style="list-style-type: none"> <li>• I can demonstrate how historical events are connected using time, sequence, and cause/effect.</li> <li>• I can demonstrate how technical procedures are connected using time, sequence, and cause/effect.</li> <li>• I can demonstrate how scientific ideas or concepts are connected using time, sequence, and cause/effect.</li> </ul>
<p>3.RI.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<ul style="list-style-type: none"> <li>• I can define words or phrases from the text.</li> </ul>
<p>3.RI.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given</p>	<ul style="list-style-type: none"> <li>• I can use text features and search tools to find information about a given topic or subject.</li> </ul>

topic efficiently.	
3.RI.6. Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> <li>• I can create my point of view about a text.</li> <li>• I can identify how my point of view is similar or different from the author's.</li> </ul>
3.RI.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> <li>• I can identify facts from illustrations (non-text features/graphic aids) and words.</li> <li>• I can explain and add meaning to what I am reading by using illustrations and text.</li> </ul>
3.RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> <li>• I can explain connections that are made between sentences and paragraphs in a text.</li> <li>• I can identify connection words to help me understand the text.</li> </ul>
3.RI.9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> <li>• I can compare how two texts on the same topic are the similar using important point and key details.</li> <li>• I can contrast how two texts on the same topic are different using important points and key details.</li> <li>• I can identify the important points and key details of two texts on the same topic.</li> </ul>
3.RI.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.	<ul style="list-style-type: none"> <li>• I can read different types of informational texts at grade level accurately and independently.</li> <li>• I can accurately and independently comprehend different kinds of informational text at grade level (grades 2-3 text complexity band).</li> </ul>
<b>Strand: Reading Foundations</b>	<b>“I can...” Statement</b>
3.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> </ul>	<ul style="list-style-type: none"> <li>• I can decode words using phonics and word analysis.</li> <li>• a. I can identify and comprehend the meaning of prefixes (un, re, pre) and suffixes (-er, -est, -ful).</li> <li>• b. I can decode words with common Latin suffixes (-able, -</li> </ul>

<p>b. Decode words with common Latin suffixes.  c. Decode multisyllable words.  d. Read grade-appropriate irregularly spelled words.</p>	<p>ment, -tion).</p> <ul style="list-style-type: none"> <li>• c. I can decode multisyllable words.</li> <li>• d. I can read grade-appropriate sight words.</li> </ul>
<p>3.RF.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.  b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>• I can read accurately and fluently.</li> <li>• a. I can set a purpose for reading to help me understand on-level text.</li> <li>• b. I can read on-level prose and poetry orally, accurately, fluently, and with appropriate expression, after many practice readings.</li> <li>• c. I can use what I am reading (context) to confirm or self-correct words for comprehension.</li> <li>• c. I can reread with corrections, when necessary.</li> </ul>
<p><b>Strand: Writing</b></p>	<p><b>“I can...” Statement</b></p>
<p>3.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.  d. Provide a concluding statement or section.</p>	<ul style="list-style-type: none"> <li>• I can write an opinion on a given topic or text.</li> <li>• a. I can create a topic sentence that states and opinion.</li> <li>• a. I can fill in a graphic organizer that lists all the reasons for my opinion.</li> <li>• b. I can provide supporting statements for my opinion.</li> <li>• c. I can use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect my opinions and reasons.</li> <li>• d. I can write a conclusion.</li> </ul>
<p>3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.</p>	<ul style="list-style-type: none"> <li>• I can examine a topic and gain information to share and present.</li> <li>• a. I can write a topic sentence.</li> <li>• a. I can organize my topic by grouping related information.</li> <li>• a. I can provide illustrations to support my topic.</li> <li>• b. I can write about a topic by including facts, definitions,</li> </ul>

<p>c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>and details.</p> <ul style="list-style-type: none"> <li>• c. I can use linking words and phrases to connect ideas.</li> <li>• d. I can write a conclusion.</li> </ul>
<p>3.W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<ul style="list-style-type: none"> <li>• I can write a story based on real or imaginary experiences with descriptive details and sequenced events.</li> <li>• a. I can create a setting that introduces characters or narrator.</li> <li>• a. I can write events in sequential order.</li> <li>• b. I can use dialogue in my story.</li> <li>• b. I can describe the actions, thoughts, and feelings of the characters and show their responses to events.</li> <li>• c. I can use time-related transition words to place events in order (ex.: before, during, after).</li> <li>• d. I can write a conclusion.</li> </ul>
<p>3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> <li>• I can produce grade-level writings, with guidance and support from adults.</li> </ul>
<p>3.W.5. 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.)</p>	<ul style="list-style-type: none"> <li>• I can follow the writing process (pre-write, writing, revising, editing, publishing) with guidance and support from peers and adults.</li> </ul>
<p>3.W.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<ul style="list-style-type: none"> <li>• I can use technology to publish and produce writing, with guidance and support from adults.</li> <li>• I can use technology to interact and collaborate with others.</li> </ul>
<p>3.W.7. Conduct short research projects that build knowledge about a topic.</p>	<ul style="list-style-type: none"> <li>• I can produce short research projects that answer questions and gain information about a topic.</li> </ul>
<p>3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and</p>	<ul style="list-style-type: none"> <li>• I can list information from experiences and other resources, print and digital.</li> </ul>

<p>sort evidence into provided categories.</p>	<ul style="list-style-type: none"> <li>I can take notes and sort the information into provided categories.</li> </ul>
<p>3.W.9. (Begins in grade 4)</p>	<p>NA</p>
<p>3.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>I can write about various topics for given amounts of time.</li> </ul>
<p style="text-align: center;"><b>Strand: Speaking and Listening</b></p>	<p style="text-align: center;"><b>“I can...” Statement</b></p>
<p>3.SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p style="padding-left: 40px;">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p style="padding-left: 40px;">b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p style="padding-left: 40px;">c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p style="padding-left: 40px;">d. Explain their own ideas and understanding in light of the discussion.</p>	<ul style="list-style-type: none"> <li>I can discuss (speak and listen) a variety of grade 3 topics and stories.</li> <li>I can add my own thoughts and ideas to the discussion by listening to peers’ ideas and thoughts.</li> <li>a. I can be prepared by reading or studying the topic material.</li> <li>a. I can use what I have read or studied to help me explore ideas being discussed.</li> <li>b. I can follow agreed-upon rules for discussions.</li> <li>c. I can ask questions to check understanding of information presented.</li> <li>c. I can stay on topic.</li> <li>c. I can connect my comments to comments made by my peers.</li> <li>d. I can explain my own ideas and what I have learned from a discussion.</li> </ul>
<p>3.SL.2. 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.</p>	<ul style="list-style-type: none"> <li>I can identify the main ideas and supporting details of any given information in a variety of formats (media, graphs, charts, websites, speeches).</li> </ul>
<p>3.SL.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 ask and answer appropriate questions after listening to a speaker.</li> </ul>

	<ul style="list-style-type: none"> <li>I can give appropriate information on a topic after listening to a speaker.</li> </ul>
3.SL.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.	<ul style="list-style-type: none"> <li>I can orally report on a topic or text with facts and/or details relating to the topic.</li> <li>I can orally tell a story with facts and/or details relating to the topic.</li> <li>I can retell an experience with facts and/or details relating to the topic.</li> <li>I can speak clearly to be understood by my audience.</li> </ul>
3.SL.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	<ul style="list-style-type: none"> <li>I can record myself reading stories or poems.</li> <li>I can speak clearly and at an understandable pace to my audience.</li> <li>I can add a visual display to help explain my spoken topic.</li> </ul>
3.SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3.)	<ul style="list-style-type: none"> <li>I can speak in complete sentences to give more information when needed.</li> </ul>
<b>Strand: Language</b>	<b>“I can...” Statement</b>
<p>3.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>Form and use regular and irregular plural nouns.</li> <li>Use abstract nouns (e.g., <i>childhood</i>).</li> <li>Form and use regular and irregular verbs.</li> <li>Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>Ensure subject-verb and pronoun-antecedent</li> </ol>	<ul style="list-style-type: none"> <li>I can use proper English grammar when writing or speaking.</li> <li>a. I can identify nouns (person, place, thing, idea) and pronouns (a word that takes the place of a noun) and explain what they do in a sentence.</li> <li>a. I can identify verbs (an action) and explain what they do in a sentence.</li> <li>a. I can identify adjectives (words that add meaning to a noun or pronoun) and explain what they do in a sentence.</li> <li>a. I can identify adverbs (a word that adds meaning to a verb) and explain what they do in a sentence.</li> <li>b. I can create and use regular plural nouns (boy, boys)</li> </ul>



<p>agreement.*</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>correctly.</p> <ul style="list-style-type: none"> <li>• b. I can create and use irregular plural nouns (mouse, mice) correctly.</li> <li>• c. I can use abstract nouns (nouns that identify an idea, feeling, emotion; ex.: childhood) correctly.</li> <li>• d. I can create and use regular verbs (walk, walks, walking).</li> <li>• d. I can create and use irregular verbs (run, ran).</li> <li>• e. I can create and use simple verb tenses (past, present, future).</li> <li>• f. I can define the subject and the verb in a sentence.</li> <li>• f. I can use a singular subject with a singular verb.</li> <li>• f. I can use a plural subject with a plural verb.</li> <li>• g. I can create and use comparative and superlative adjectives (more, most; -er, -est).</li> <li>• g. I can create and use comparative and superlative adverbs.</li> <li>• h. I can use coordinating conjunctions (for, and, nor, but, or, yet, so).</li> <li>• h. I can use subordinating conjunctions (after, because, if, since, while).</li> <li>• i. I can create simple sentences (ex.: Sue walks to school.).</li> <li>• i. I can create compound sentences (ex.: Sue walks to school and her dog follows her.).</li> <li>• i. I can create complex sentences (ex.: When Sue took the dog home, she was late for school.).</li> </ul>
<p>3.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,</p>	<ul style="list-style-type: none"> <li>• a. I can identify and demonstrate how to use capitalization in titles.</li> <li>• b. I can use commas in addresses.</li> <li>• c. I can use commas and quotation marks in dialogue.</li> <li>• d. I can form and use possessives.</li> <li>• d. I can define possessives and form singular and plural possessive nouns and pronouns.</li> <li>• e. I can use conventional spelling for high-frequency</li> </ul>

<p><i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>words when adding suffixes to base words.</p> <ul style="list-style-type: none"> <li>• e. I can spell high-frequency words correctly.</li> <li>• e. I can identify base words.</li> <li>• f. I can use spelling patterns and generalizations to write words correctly.</li> <li>• g. I can use dictionaries to identify the correct spelling/incorrect spelling of words.</li> </ul>
<p>3.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.*</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<ul style="list-style-type: none"> <li>• a. I can choose words and phrases for effect (to create interest).</li> <li>• b. I can recognize and find the differences between spoken and written English.</li> </ul>
<p>3.L.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> <li>• a. I can use context clues to determine the meaning of unknown words or phrases in a sentence.</li> <li>• b. I can determine the meaning of a word formed when an affix (ex.: un-, dis-, -able, -less) is added.</li> <li>• c. I can use a known root word as a clue to the meaning of an unknown word with the same root (ex.: beauty, beautiful).</li> <li>• d. I can use glossaries and dictionaries, both print and digital (spell-check, online dictionaries, etc.), to determine the meaning of key words.</li> </ul>
<p>3.L.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are</p>	<ul style="list-style-type: none"> <li>• a. I can identify literal and nonliteral (ex.: take steps, piece of cake) meanings in context.</li> <li>• a. I can explain the difference between literal and nonliteral phrases.</li> <li>• b. I can identify connections between real-life examples to words/phrases.</li> </ul>

<p><i>friendly or helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<ul style="list-style-type: none"> <li>• c. I can recognize words that have similar meanings and choose the word that best describes the mood/state-of-mind (ex.: cry, wailing, bawling, sobbing).</li> </ul>
<p>3.L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner, that night, we went looking for them</i>).</p>	<ul style="list-style-type: none"> <li>• I can acquire and use grade-level appropriate words in my reading, writing, and speaking.</li> </ul>