Kid Friendly ELA Common Core "I can..." for 3rd grade

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I can locate words and details to answer questions in text.

I can ask and answer questions before, during and after reading text.

I can retell by putting stories into my own words.

I can define the message, moral or what the author is trying to share in the story.

I can use key text details to explain the message, lesson or moral of a story.

I can identify characters in a story.

I can describe qualities of characters. (outside and inside)

I can explain how characters' actions cause events to occur in a certain order/sequence.

I can use strategies (context clues, root words, affixes) to determine the meaning of words and phrases in text.

I can define literal language (it says what it means) and nonliteral (what it says is <u>not</u> exactly what it means).

I can identify literal and nonliteral language in a text.

I can use context clues to determine meaning of literal and nonliteral language.

I can explain how stories, dramas, and poems are written in different forms (chapter, scene, stanza).

I can use the terms chapter, scene, and stanza when writing or speaking about parts of a text.

I can describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem.

I can define point of view.

I can determine the point of view of a narrator or character of a story.

I can explain how my point of view is similar to or different from a narrator or character in a story.

I can identify illustrations that support the story.

I can explain how illustrations contribute and add meaning to the words in the story.

I can define theme- a lesson the author is revealing (like honesty).

I can define setting, the time and place of a story.

I can define plot, the sequence of events in a story

I can identify themes, settings and plots in stories written by the same author.

I can compare and contrast themes, setting and plots in stories written by the same author.

I can recognize when the text I am reading is too easy or difficult for me.

I can use reading strategies to help me understand difficult texts.

I can locate words and details to answer questions

I can ask and answer questions before, during, and after reading a text.

I can define main idea (what the story is mostly about).

I can determine the main idea of a text.

I can identify key details in a text and explain how they support the main idea.

I can recount/retell the key details of a text in my own words.

I can define event, procedure, idea and concept.

I can identify events, procedures, and/or concepts in different types of informational text.

I can explain how events, procedures, ideas and/or concepts connect to one another.

I can use language that shows time (before, now, later), sequence (first, next, last, etc.) and cause/effect (because, then, if) when describing a text.

I can identify academic words or phrases (different ways to say the same thing ex. states instead of said) in a text.

I can identify words or phrases specific to a topic (domain words) in a text.

(Content Words: sedimentary, igneous, metamorphic)

I can use various strategies to determine the meaning of general, academic, and domain-specific words and phrases in a text.

I can locate and use resources (glossary, guide word, dictionary) to help me determine the meaning of unknown words and phrases.

I can identify and give examples of text features and search tools.

I can explain how text features and search tools help locate information quickly.

I can locate information about a topic using text features and search tools.

I can define point of view (the person's view or attitude about a situation).

I can determine the point of view of an author.

I can identify how my point of view is similar to or different from the author.

I can use illustrations and the words in a text to help me understand and explain what I am reading.

I can identify words authors use to help me make connection between sentences and paragraphs (similar, different, because, if, first, last).

I can explain how connections words (transition words, signal words) help me understand a text.

I can describe connections an author makes between sentences and paragraphs

I can identify the most important points and key details found in two texts on the same topic.

I can find similarities and differences of the most important points and key details in two text on the same topic.

I can read or study materials to be discussed.

I can list important information about the topic to be discussed.

I can identify and follow the agreed upon rules for discussion.

I can ask questions when I do not understand.

I can stay on topic by making comments about the information being discussed.

I can make connections between the comments of others.

I can explain my own ideas and tell what I've learned from a discussion.

I can identify information from a text being read aloud.

I can identify information that is presented in different formats

(media, charts, graphs, websites, speeches).

I can use information gathered to determine the main ideas and support details of a presentation.

I can ask questions about a speakers presentation when I do not understand or need more information.

I can answer questions about a speaker's presentation by using appropriate elaboration and detail.

I can present a topic, text, story, or experience with facts and relevant descriptive details.

I can report my information by speaking clearly at an understandable pace (speed).

I can read aloud stories or poems and use my voice to make them come to life.

I can speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems

I can add visual displays (illustrations, graphs, photos) to highlight facts and details.

I can recognize a complete sentence.