

# Math



## Operations & Algebraic Thinking

- ~ I understand that multiplication is related to repeated addition.
- ~ I understand division is dividing a group or amount into smaller, equal groups or amounts.
- ~ I can apply the properties of addition and multiplication.
- ~ I understand how  $+$  &  $-$  and  $\times$  &  $\div$  are related in fact families.
- ~ I can find missing numbers in  $+$ ,  $-$ ,  $\times$  and  $\div$  equations.
- ~ I can multiply and divide within 100 easily and quickly.
- ~ I can identify arithmetic patterns and explain them.
- ~ I can memorize all the multiplication facts.
- ~ I can solve word problems by using  $+$ ,  $-$ ,  $\times$ ,  $\div$ , telling time, units of measure, and geometry.

## Measurement & Data

- ~ I can tell time to the nearest minute.
- ~ I can measure liquids and solids using the appropriate unit.
- ~ I can show information with a drawing, bar graph, or plot line.
- ~ I can find the perimeter and area of polygons by measuring, using square units, or using multiplication and addition.

## Numbers & Operations in Base 10 and Fractions

- ~ I can round numbers to the nearest 10 and 100.
- ~ I can add and subtract 2- and 3-digit numbers.
- ~ I can multiply any 1-digit number by any multiple of 10.
- ~ I know fractions are equal parts of a shape, object, or group.
- ~ I can place fractions on a number line.
- ~ I can show that two fractions are equal with a model or picture.
- ~ I can use  $>$ ,  $<$ , and  $=$  signs to compare two fractions.

## Geometry

- ~ I can place shapes into categories based on their attributes.
- ~ I know that polygons with four sides and angles are called quadrilaterals, and I can draw examples of them.
- ~ I can divide a shape into equal parts and show each part as a fraction of the shape.



# Almond-Bancroft Elementary Third Grade

## “I CAN” Statements

What should you expect your child to learn in third grade? This brochure contains the main academic learning goals for student achievement by the end of third grade.

## What are “I Can” Statements?

“I Can” Statements are learning goals that are set at the students’ grade level. They are written in “kid-friendly” language so students know and can better focus on what they will be learning during a lesson or unit of study. “I Can” Statements allow students to participate in assessing their own progress and help teachers make adjustments in instruction that maximize student learning opportunities.

## Writing and Language



- ~ I correctly spell the words I’ve studied whenever I write them.
- ~ I can explain how the parts of speech are used in sentences.
- ~ I can use a variety of sentences in my writing.
- ~ I can use capital letters and punctuation marks correctly.
- ~ I use what I know about grammar when I write and speak.
- ~ I can use linking words (and, also, but) and time words (before, during, after) to connect my ideas.
- ~ I can choose interesting words and phrases to help others understand what I mean.
- ~ I can write to share my opinions, relate information, tell a story, and complete assignments.
- ~ I can begin my writing with an introduction and end with a concluding statement or paragraph.
- ~ I can stay focused on the topic, organize my thoughts in order, and state my ideas and information clearly.
- ~ I can include reasons that support my opinions, details and facts that explain my ideas, and illustrations that make it easier to understand what I have written.
- ~ I can edit my work to correct mistakes and make my writing clear and interesting.
- ~ I can gather information on a topic and evaluate the accuracy of my sources in order to conduct a research project that is supported with evidence.

## Reading



- ~ I can learn from what I read.
- ~ I can ask and answer questions about what I read, and I can find evidence for my answers in the text.
- ~ I can find the main idea, identify the important details, explain how the details support the main idea and summarize the text.
- ~ I can use text features and illustrations to help me understand the text.
- ~ I can identify the plot elements of a story: setting, events, problem, and solution.
- ~ I can describe the characters and explain how their actions affect the story.
- ~ I can retell the events of a story in correct order.
- ~ I understand the difference between literal and nonliteral language.
- ~ I understand the difference between what I think, what the characters think, and the author’s point of view.
- ~ I can make text-to-self, text-to-text, and text-to-world connections when I read.
- ~ I can use decoding skills and context clues to read and understand words I don’t know.
- ~ I can read texts at the upper second to third grade level correctly and with appropriate speed.
- ~ I can use different strategies to help me understand what I read.

## Speaking and Listening



- ~ I can follow the rules for discussions.
- ~ I can stay on topic during discussions, share what I know, and explain my thinking and ideas.
- ~ I can ask and answer questions about information I hear and see during a presentation.
- ~ I use what I know about grammar when I speak.
- ~ I speak so others can hear me and use complete sentences so that they understand what I am saying.
- ~ I can summarize when I share what I have read, heard, or seen.