

Oakland Elementary School

Third Grade Handbook



Resources for Third Graders
2019 – 2020

Name

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Please keep this handbook in your home-school binder and reference it as needed. Many resources are included that will be used throughout the school year as new skills are taught. Third graders are not expected to use these skills and resources until they have received instruction in the classroom.

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Third Grade Survival Guide

The intent of this handout is to provide an overview of the third grade curriculum. Please feel free to contact us throughout the year if you have any questions or concerns. With school and home working together, we know that your child can have a very successful year.

English Language Arts (ELA)



Our literacy program is driven by the Common Core State Standards. The reading series, published by Houghton Mifflin, includes reading, writing, grammar, and spelling. We take an integrated approach to language arts and also tie it into science and social studies. Our goal is language development, both spoken and written.

As the students progress in writing, basic sentence structure and punctuation appropriate for their level is emphasized. The children will learn to write formal paragraphs and will eventually write multiple-paragraph essays (persuasive, expository, and narrative) using the writing process (prewriting, drafting, revising, editing, and publishing).

Spelling lists are sent home on the first day of the week and tests are given on the last day of the week. All students have 18 weekly words, but shorter or alternate lists can be assigned if needed. You can view all of the lists at our SpellingCity site, www.spellingcity.com/kristenfoley. At-home practice is essential. Consult our list of suggested activities on pages 11-12.

Mathematics

We are using the Common Core aligned enVisionMATH series, which focuses on conceptual understanding, computational skills, and problem solving. Lessons include hands-on interactive learning and continual review of concepts. Topics consist of numbers and operations, algebraic thinking, fractions, geometry, measurement, and data. Students will work on mastery of all basic facts including multiplication and division facts (0-10). Helpful tools for at-home assistance can be found on pages 14-18.



Science

The Next Generation Science Standards guide science instruction. We will cover life science (plants and animals), physical science (forces), earth science (weather), and engineering. The content is rich and interactive. Students will participate in many hands-on activities and experiments in class.



Social Studies

The Illinois Social Science standards will guide the social studies curriculum. Lessons focus on the central theme “Communities Near and Far.” Topics include civics, geography, history, and economics.

Art

The children attend art class once a week for 60 minutes. Creativity, self-expression, manipulation of new materials, and pride in work are the most important concepts introduced. Proper use of materials, vocabulary, art appreciation, and development of new skills are also stressed.



Music

Music is taught in two 30-minute periods each week. The curriculum develops the use of patterns introduced in the lower grades and provides experience with multiple sounds through the use of rounds. The children learn to both read and write music on the staff. Attentive participation and development of music reading and writing skills are the basis of student evaluation.

Physical Education

The children attend physical education for three 30-minute periods each week. The teacher strives to foster a continued enjoyment of physical activity, focus on cooperation with group effort, and initiate an awareness of physical fitness. Students must have gym appropriate shoes on P.E. days.

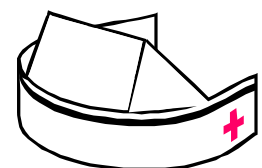


Library Media Center

Third grade students visit the Library Media Center for 60 minutes once a week. Students spend this time engaged in lessons provided by the LMC teacher, practicing skills in the computer lab, and checking out books. Third graders can borrow two school library books at a time for up to one week. They should be returned or renewed in a timely fashion.

School Nurse

The school nurse provides services to students such as emergency care, health education programs, vision and hearing testing, and communicable disease prevention and control.





Counselor

The counselor works with students on an individual, group, or classroom basis and serves the needs of all students. She works closely with teachers, parents, school administrators, and other professionals to provide students with the best possible resources and services.

Student-led Conferences & Portfolio Sharing

All third grade students will keep an individualized portfolio during the school year to keep track of their personal academic growth. The portfolio will include samples of reading, writing, and math activities.

In the fall, students will create an action plan to reach the Common Core State Standards for first semester. During the year, the students will compare their samples and be able to identify their strengths, progress, and areas where they continue to need improvement.

During the third nine-week grading period (early March), students will invite their parents to school to share their portfolios. At this time, students will be in charge of their portfolios and running the conference. Students will share their growth and show how they are reaching the Common Core State Standards. The students will also revise their action plans for second semester with the guidance of their parents.

At the end of the year, we will have a portfolio-sharing picnic to celebrate a successful year. Students will invite their parents to come during the school day and have a working lunch. During the picnic, the students will again share their portfolios and the growth they have made throughout the school year.

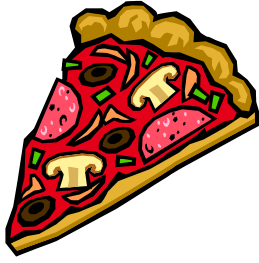


Behavior

Oakland students receive instruction in behavior expectations, character education, conflict-resolution, and restorative practices. Our school-wide behavior system referred to as HOOT, How Oakland Operates Together, uses a progressive system to redirect inappropriate behavior. Students are expected to comply with procedures and processes in all settings. The Oakland School website offers more information about HOOT at Oakland.

- Verbal Redirection—Student is verbally reminded of the expected behavior.
- Visual Cue—Student is given a visual classroom cue (stop sign card).
- Vicinity Change—Student goes to a classroom “thinking spot” to complete a reflection form.
- Vacate—If the minor behavior persists or the student commits a major offense, the student is sent to the office with a Referral Form.





Lunch Money

Our school offers several lunch options. You can pay for school lunches online at www.myschoolbucks.com. Pre-pay for lunches and check your child's balance anytime. You can also send a check in a sealed envelope with the title "Lunch Money," your child's name, teacher, and grade. Students can give it to their classroom teacher to be sent to the office with other morning notes.

Absences

Please notify the office staff when your child will be absent. If you would like your child's work gathered and sent home at the end of the day with a sibling or left in the office, please request it when you call to report the absence. Work will NOT be gathered in advance of an absence, such as when families take a vacation. Your child will be provided with that work when he/she returns. Your child has one day to make up work for each day he/she was absent. If work is not made up in a timely fashion, it is considered late. It is your child's responsibility to keep track of the work and complete it on time. Extra copies will not be provided if they are lost. Additionally, updated lists of incomplete work will not be created for you and your child. Please demonstrate responsibility.



Changes in Transportation

A regular, predictable schedule for going home is best for students. If your after school plans MUST change, the classroom teacher must be notified. Please send a note to school in the morning and/or call the office secretaries. If the teacher is not made aware of the change, your child will be sent home the normal way. Do not assume the teacher will see an afternoon e-mail. This policy is in place to ensure the safety of your child.

Book Orders

This year you will have the option of ordering books for your child from book clubs. You can place your orders online at www.scholastic.com/parentordering using the class code or send your order and money to the classroom teacher. Please make checks payable to Scholastic or send the exact amount of cash. It is very important that an adult fill out the order form and handle the money.

Book clubs offer a wide variety of inexpensive, quality literature. You may consider ordering books for birthdays or holidays. Just send a note stating that the order is a gift and we will hold them for you until it is convenient for you to pick them up.



Birthdays



Student birthdays are important to us, and we will recognize each child in the classroom on his/her special day. However, in third grade we DO NOT share birthday treats or trinkets. Please DO NOT send cupcakes, cookies, donuts, pencils, etc. that are typical birthday goodies. They will be sent home. Birthday kids receive a few surprises from the teacher. We will sing "Happy Birthday" as well. Students with summer birthdays will be recognized on their half birthdays.

Also, Mr. LaFrance offers boys and girls a new book on their birthdays (or half birthdays for summer kiddos). Your child can stop by the office on his/her special day to select one from the great collection.

As stated in the District 87 purple handbook, birthday party invitations CANNOT be passed out at school. Please use the U.S. mail system. (Also, teachers are unable to provide you with addresses. You must find those yourself through the school directory.) School staff will not allow students to pass out invitations to parties in our classrooms, during morning assembly, at recess, in the bus line, etc. If invitations are passed out by students during school hours, they will be collected and sent home with the birthday child to be mailed. We want to avoid hurt feelings. Thank you for understanding and abiding by this directive.

Toys and Games

Toys and games are not allowed at school, unless they are pre-approved by the teacher for academic reasons. Please talk to your child about leaving these items (electronic devices, collectable cards, stuffed animals, action figures, sports equipment, etc.) at home. If they cause a disruption, they will be taken and held for a parent to pick them up. We hope that parents will support us in limiting unnecessary distractions and promoting the best use of instructional time. See the D87 Student Handbook for the cell phone policy.



Classroom Web Pages



The third grade teachers strive to maintain good communication between home and school. We encourage you to visit our classroom web pages periodically for information and updates.

- **Mrs. Alfeo's Web Page:** <http://staff.district87.org/alfeoa>
- **Mrs. Foley's Web Page:** <http://mrsfoley3.weebly.com>
- **Mrs. Dossett's Web Page:** <http://teamdossett.weebly.com>

Third Grade Home-School Binder

Third grade students have a home-school binder, which should travel to and from school daily. Rewards and consequences are given for work completion on time and having a signed assignment notebook.

Students with completed assignments, good behavior all week, and signed notebooks every day will be rewarded with "Fun Friday" time. Thank you for taking a few minutes each evening to review and sign.



Assignment Notebook – Quarterly assignment notebooks are provided to all students in third grade. Each day students fill out a page in their notebooks. At-home studies should include reading, spelling, and math. The assignment notebook page allows your child to self-select homework tasks in math. Activity suggestions are provided, but you may also choose something else and record it in the “Other” section. This might include “Kumon tutoring,” “Counted piggy bank money,” “Math at the grocery store,” “Reviewed test study guide,” or another math activity. Please check off the tasks completed. Though it will be rare, any incomplete in-class assignments should be completed at home and returned the next morning. A parent must see and sign the student’s assignment notebook daily. If homework time far exceeds the 30-40 minute guideline for your child, please contact his/her teacher. We want at-home academic tasks to be worthwhile for him/her and not negatively impact your nightly routine.

Parents can use the assignment notebook as a discussion starter for a conversation about what the child is learning in school. Please look for the date copied correctly, goals/reminders clearly written, and any notes from the teacher. Feel free to use the message area to correspond with the teacher. However, notes about transportation changes should be provided on a separate sheet of paper for the classroom teacher.

Third Grade Handbook – Please keep this handbook in your homework binder and reference it as needed. Many resources are included that will be used later in the school year as new skills are taught. Third graders are not expected to use these skills and resources until they have received instruction in the classroom.

Homework and Notes – Paperwork for at-home tasks will include math packets, spelling lists, and test study guides. Any unfinished work from the day is due by 9:00 the next school day. Please check your child’s binder every day and remove the necessary papers. If you are unsure, ask your child if the note/assignment needs to be returned. District 87 uses an online backpack for many notes. You can find these digital flyers on the Oakland website, <http://oakland.district87.org>.

Third Grade Home Study Habits



Fall

At the beginning of the year, parents should guide their third grade student in developing good study habits. We suggest setting aside 30-40 minutes each school night to work one-on-one with your child to complete homework. However, some evenings your family's schedule may not allow for the full amount of study time. Hopefully, tasks can be shifted to less busy nights or the weekend. During this time, review and sign his/her assignment notebook. Show him/her how to look carefully at worksheet directions, think through questions, show work, label answers, etc. Model different ways to study spelling words for 5 minutes. Supply your child with flash cards for addition and subtraction and review them for 5 minutes. Help him/her select literature (books, graphic novels, magazines, religious passages, etc.) and spend 15+ minutes reading and discussing together. You will gradually reduce the amount of support you give him/her on these tasks as the year progresses.



Winter

After Thanksgiving Break, begin giving your child more responsibility in completing homework, studying spelling words, reviewing basic facts, and reading. These tasks should take 30-40 minutes daily. We suggest letting him/her complete nightly homework somewhat more independently. Then an adult can look over the work and circle incorrect answers for the child to fix with the appropriate amount of parental support. Ask him/her to review spelling words alone and then meet with you to quiz. Supply your child with flash cards for multiplication and division and review the easier facts (0, 1, 2, 5, 10) for 5 minutes. By February you'll want to add in the more challenging facts (3, 4, 6, 7, 8, 9). Supervise him/her selecting and reading literature independently for 15+ minutes. Periodically ask your child about his/her selections. Remember to review and sign his/her assignment notebook each night. Continue slowly reducing the amount of support you give your child as the year progresses.



Spring

After Spring Break, give your child almost complete responsibility for study time. However, continue to supervise and check his/her work and assignment notebook to ensure this time is productive. Quiz your child on spelling words and the more challenging multiplication and division facts, which should be mastered by the end of the year.

Third Grade Reading Counts

The Scholastic "Reading Counts!" program is designed to increase reading motivation and improve student comprehension. Students can choose books to read at individual Lexile levels which are determined by the Scholastic Reading Inventory (SRI) computer test that is taken at the beginning



of the school year and the end of each quarter. The third grade Lexile range is 500-800. Students with Lexiles outside this range are reading above or below grade level expectations. Students are encouraged to choose books within a Lexile range 100 points above or below their individual Lexiles. Therefore, a child who tests at a 550 Lexile is encouraged to select books between 450 and 650.

We have a large number of books with Reading Counts quizzes in the school library and our classroom libraries. Those books are marked with a special Reading Counts label, which identifies the book's Lexile level and possible RC points to be earned by passing the computer quiz. After reading the book, a student should sign up to take the quiz on a classroom computer at a convenient time during the school day.



(Quizzes are not available through home access.) These quizzes consist of 10 multiple-choice



questions. Students must get 7 or more correct to pass the quiz and earn the full amount of points for that particular book. Point levels are pre-determined and based on the difficulty of the book by Scholastic. In addition to the books at school, you may choose books from the public library or home and check our website (<http://srisearch.district87.org>) for quiz availability.

Third grade students are expected to earn 25+ points per quarter by taking and passing Reading Counts quizzes. Students can check their progress at any time by logging on to the Reading Counts system in our classroom or school library. Points earned are displayed on a class bulletin board. Rewards (certificate, pencil, bookmark, food coupons, free book, etc.) are given for every 25 points earned. Scholastic Reading Inventory (SRI) and Reading Counts (RC) reports will be sent home every quarter with report cards.



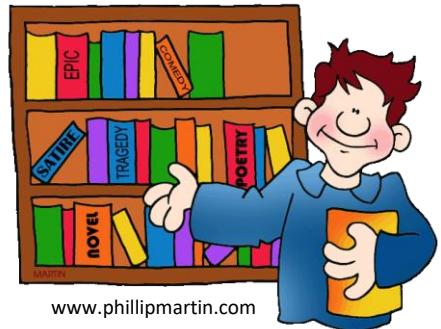
Students are given opportunities to take quizzes on books that are read aloud to them as well as on stories from our reading textbook regardless of the Lexile level. However, we expect at least half of your child's quarterly points come from independent reading. If a student wishes to read a book outside of his/her Lexile range and take a quiz, he/she should consult the classroom teacher before reading the book. However, most independent reading should be near a student's individual Lexile level for maximum improvement of comprehension.

Reading Discussion Questions for Parents

Many parents want to discuss a book with their child without having to read the book themselves. Here are question you can ask your child about the reading!

Story Elements

- Who are the main characters in the story?
- How are the characters related?
- Where did this story take place?
- When did this happen?
- What was the main problem in the story?
- How was the problem solved?



Applying Skills

- Vocabulary
 - Did you read any new words?
 - How did you figure out the pronunciation and meaning?
- Character Motivation
 - Why did the character do what he/she did?
 - How did the character feel? Why?
 - What kind of person is this character?
- Order of Events
 - What happened before/after a particular event?
 - How could this story have ended differently?
 - What could happen if the story continued?
- Author's Message and Style
 - Why might the author have written this?
 - Is there a message or lesson to be learned?
 - What do you like/dislike about the author's writing style?
 - Would you want to read other books by this author?



At-Home Spelling Activities

Do you need some games and activities to help your child with spelling at home?
Here's a huge list that is sure to make learning how to spell super fun!

Type 'Em - Type all of your spelling words on the computer.

Sign Your Words - Use sign language to sign your words!

Fancy Letters - Use old magazines, catalogs, or newspapers to cut out letters and glue them down to spell your words!



Spelling Bingo - Each player folds a piece of paper 4 times so you have 16 boxes. Each person makes his own game board and chooses 16 words from the current list and past lists (or use the same words more than once). Write one word in each box. The caller says a spelling word. If a player has the word on his bingo card, he traces over it with a pen or colored pencil. If the player does not have the word, he turns his paper over and writes it on the back. For a real challenge, play black-out bingo.

Snowman or Scarecrow (Hangman) - Snowman is a nonviolent version of Hangman. On a wipe-off board or chalkboard, draw a snowman with hat and three buttons. Play like hangman (don't forget to draw the lines to show how many letters the chosen word has), but erase a part of the snowman for each guess. The object is to guess the word before the snowman melts.

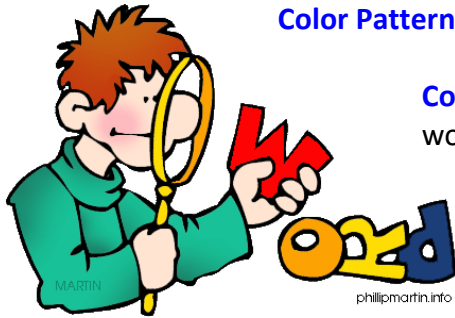
Water Wash - (Warm day required!) Use a paintbrush and water to write your words on the sidewalk!

Rainbow Words - Write your spelling words in cursive using a pencil. Trace over your words using five different colored pencils.

Spelling Baseball - Draw four bases on a piece of paper or set up four chairs to be the bases. Pitcher selects a word. If batter can spell it correctly, he moves forward one base. If batter cannot spell word, he remains where he is. The child receives a point every time he passes home base.

Sing Them Loud, Sing Them Soft - Have your Mom or Dad sing the letters of a spelling word to you in a loud voice. You echo the spelling and then sing it again softly. Now BOTH of you sing the word in the voice you choose!

Finger Tracing - Use your finger to spell out each of your words one letter at a time on your Mom or Dad's back. Then it's YOUR turn to feel and spell.



Color Pattern - Write your words with an AB (purple/green) color pattern.

Colorful Words - Use different colored pens to write your spelling words. If you used print, write them again in cursive.

Wikki Sticks - Bend the sticks into the desired letters to form each spelling word. After forming the Wikki Sticks, do a crayon rubbing of each word on a piece of paper.

Memory Game - Make pairs of word cards. Flip them over and try to match the pairs!

Consonants and Vowels - As you write each word, use blue for the vowels (a, e, i, o, u, and sometimes y) and red for the consonants.

Stairstep Spelling - Write words as "stair steps." It is fun to do on the squares of graph paper.

g	k	c
go	ki	ch
goe	kin	cha
goes	kind	chai
		chair

Silly Font - Write each word using silly handwriting (wavy, dotted, dashed, bubble, block).

Alphabet Stamps - Use alphabet stamps to stamp out your words on paper. If you don't have ink, press your letter stamps into Play-doh.

Magnetic Letters - Spell words with magnetic letters on cookie sheets or on the refrigerator.

Sentence Please - Write a sentence for each spelling word. You can work on your creative writing by including vivid verbs and colorful adjectives. Vary your sentence starters as well.

Story, Story - Write a story using ALL of your spelling words.

ABC Order - Write your words in alphabetical order.

Scrabble - Use *Scrabble* game tiles to spell your words.

All Caps - Write the words with all CAPITAL letters.

Riddle Me - Write a riddle for each word.



www.phillipmartin.com

Cursive Handwriting

Trace these cursive letters. Use this page as a reference when you need help remembering how to form your letters on other assignments.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

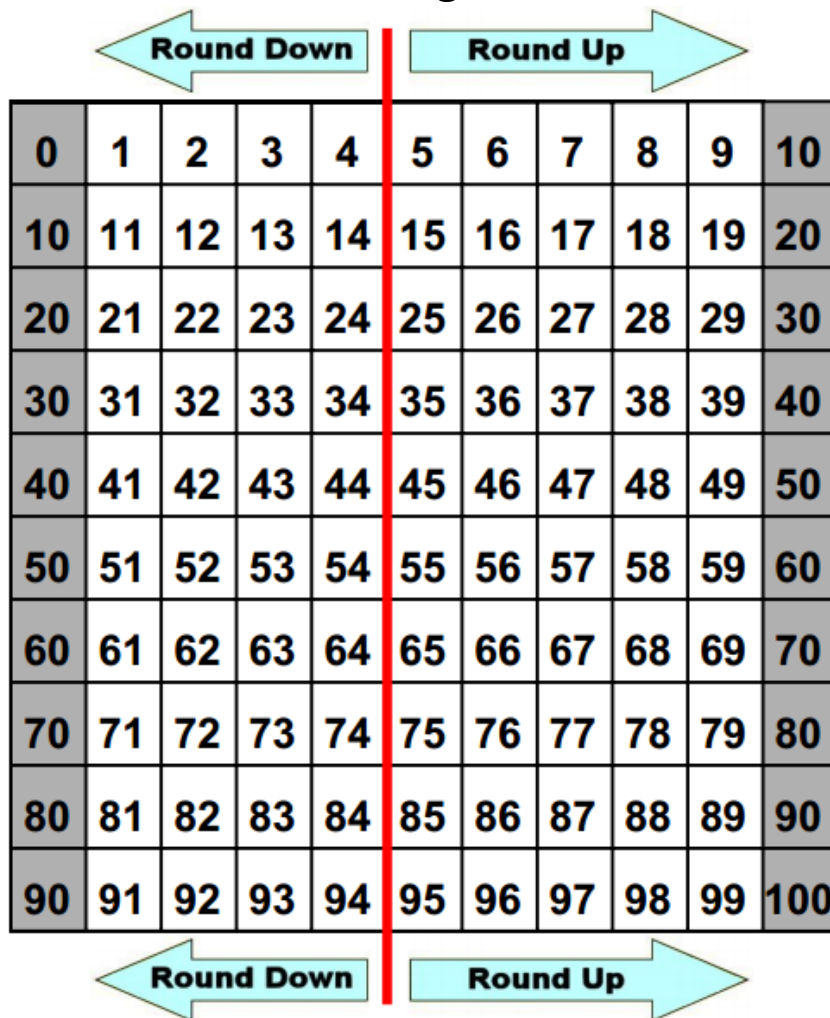
Oo Pp Qq Rr

Ss Tt Uu Vv

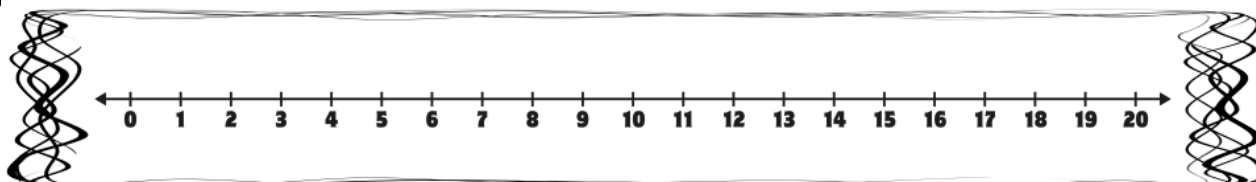
Ww Xx Yy Zz

Math Tools

Rounding Chart



Number Line



Always First with Sue Lynch

100 Chart

Use this chart to add, subtract,
and look for patterns.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

MULTIPLICATION CHART

x	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Math Problem Solving

Problem Solving Process

1. Read and understand the problem.
2. Choose a strategy to solve the problem.
3. Try it. Show your work. Label your answer.
4. Look back to see if your answer fits the problem.

Problem Solving Strategies

- Act it out
- Find a pattern
- Draw a picture
- Write an equation
- Estimate or simplify
- Guess and check
- Make a chart
- Work backward



Third graders will be required to write an explanation of the process used to solve a problem. The student will first show his/her work and label the answer. Then the student will write a paragraph about the problem. It must identify the strategies used, describe each step in the problem solving process, and explain the reasons why each step was used while solving the problem.

Math Problem Solving

Operation Clue Words

Read the story problem carefully.
Think about what the question is asking.

Addition

add
sum
and
both
in all
total
plus

altogether
all together
how many
increase



Subtraction

subtract
fewer
left
less
minus
remain



difference
gave away
take away
decrease
how many more

Multiplication

times
each
in all
twice
total
double

multiply
product



Division

divide
quotient
share
equal
group(s)
goes into



each
every
split



“I Can” Common Core!

3rd Grade Reading



I Can Read and Understand Third Grade Fiction RL.3.10

- I can ask and answer questions to show that I understand the stories that I am reading. RL.3.1
- I can find the answers to specific questions within the stories that I read. RL.3.1
- I can retell stories from diverse cultures. RL.3.2
- I can figure out the lessons or morals of the stories that I have read. RL.3.2
- I can describe characters in stories and explain how their actions affect the story. RL.3.3
- I can figure out what an author really means by the words and phrases that are written. RL.3.4
- I can understand the difference between literal and nonliteral language. RL.3.4
- I can write and talk about fiction by using the words for the different parts (*e.g., chapter, scene, stanza*). RL.3.5
- I can describe how new parts of fiction build on previous parts. RL.3.5
- I can tell the difference between what I think and what the author or characters might think. RL.3.6

I Can Use What I Know To Understand Fiction

- I can explain how the author uses illustrations to help the meaning in a story. RL.3.7
- I can compare and contrast stories written by the same author about similar characters. RL.3.9

I Can Read and Understand Third Grade Nonfiction RI.3.10

- I can ask and answer questions to show that I understand the information that I am reading. RI.3.1
- I can find the main idea of the information I read. RI.3.2
- I can show how the main idea is supported by details in the text. RI.3.2
- I can describe the historical events, scientific ideas, or steps in procedures using words to show the sequence. RI.3.3
- I can describe cause and effect in historical events, scientific ideas or steps in procedures. RI.3.3
- I can understand the meanings of words and phrases in science and social studies texts. RI.3.4
- I can use text features and search tools to find information quickly. RI.3.5
- I can tell the difference between what I think and what an author writes. RI.3.6
- I can show what I have learned from nonfiction illustrations and text by answering questions about where, when, why and how. RI.3.7
- I can describe how the sentences and paragraphs in nonfiction follow a logical sequence. RI.3.8
- I can compare and contrast the most important ideas and details in two pieces of information about the same topic. RI.3.9

I Can Analyze Words and Use Phonics to Help Me Read Third Grade Words RF.3.3

- I can read and understand words with common prefixes and suffixes. RF.3.3
- I can read words with more than one syllable. RF.3.3
- I can read third grade words that are not spelled in a regular way. RF.3.3

I Can Read Fluently, Accurately and With Expression. RF.3.4





“I Can” Common Core!

3rd Grade Writing

I Can Write Different Types of Writing

- I can write to share my opinion. W.3.1
- I can write to inform and explain ideas. W.3.2
- I can write to tell a story. W.3.3



I Can Make My Writing Better

- I can stay focused and organized in my writing. W.3.4
- I can write for different purposes, audiences, and topics. W.3.4
- I can plan, edit and revise my writing with the help of peers and adults. W.3.5
- I can use technology to create pieces of writing and to interact and share ideas with others. W.3.6

I Can Use Research to Help My Writing

- I can organize short research projects. W.3.7
- I can research and use what I have experienced to gather information. W.3.8
- I can take notes to help me organize the research in my writing. W.3.8
- I can write on a regular basis with stamina for different tasks, purposes, and audiences. W.3.10



“I Can” Common Core!

3rd Grade Language



I Can Use What I Know About Grammar When I Write and Speak

- I can explain how nouns, pronouns, verbs, adjectives and adverbs work in different sentences. L.3.1
- I can correctly say, write and use all types of plural nouns. L.3.1
- I can use abstract nouns (e.g., *childhood*). L.3.1
- I can correctly say, write and use regular and irregular verbs. L.3.1
- I can correctly say, write and use different verb tenses. L.3.1
- I can make sure that all of my subjects, verbs and pronouns are in agreement in the sentences I say and write. L.3.1
- I can I can use comparative and superlative adjectives and adverbs correctly in my speech and writing. L.3.1
- I can use conjunctions in the correct way in my speech and writing. L.3.1
- I can say and write simple, compound and complex sentences. L.3.1
- I can capitalize beginning words and proper nouns, as well as those in titles. L.3.2
- I can use commas appropriately in addresses and dialogue. L.3.2
- I can use apostrophes appropriately to show possession. L.3.2
- I can correctly spell commonly used words, words with suffixes and words with spelling patterns. L.3.2
- I can use a dictionary to check and correct my spelling. L.3.2

I Can Use What I Know About Language in Different Situations

- I can choose interesting words and phrases to help others understand my meaning better. L.3.3
- I can recognize differences between my speaking language and my written language. L.3.3

I Can Figure Out What Words Mean and Use Them in Different Situations

- I can use clues in sentences to help me understand new words. L.3.4
- I can figure out meanings of words when prefixes and suffixes I understand are added to words I already know. L.3.4
- I can use root words that I know as a clue to help me learn the meanings of new words with the same root. L.3.4
- I can use print and computer dictionaries to help me find the meanings of new words. L.3.4
- I can understand figurative language. L.3.5
- I can find real life connections between words and their use (*e.g., describe people who are friendly or helpful*). L.3.5
- I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (*e.g., knew, believed, suspected, heard, wondered*). L.3.5
- I can figure out and use words that are appropriate for third grade. L.3.6



"I Can" Common Core!

3rd Grade Speaking & Listening



I Can Understand and Talk About What I Hear

- I can effectively participate in discussions. SL.3.1
- I can come to discussions prepared to share my ideas. SL.3.1
- I can follow appropriate rules for discussions, such as taking my turn. SL.3.1
- I can ask questions to help me understand discussions and stay on topic. SL.3.1
- I can explain my own thinking and ideas after a discussion. SL.3.1
- I can figure out the main idea and details of what I see and hear. SL.3.2
- I can ask and answer questions about information I hear from another speaker. SL.3.2



I Can Share What I Know

- I can report on a topic or tell a story with correct and appropriate facts. SL.3.4
- I can speak clearly and at a good pace. SL.3.4
- I can create engaging audio recordings to show fluency in my reading. SL.3.5
- I can create visual displays to help others understand what I am sharing. SL.3.5
- I can speak in complete sentences to make what I am sharing more clear to others. SL.3.6





“I Can” Common Core!

3rd Grade Math



I Can Use Multiplication and Division to Help Me Understand Math

- I can understand multiplication by thinking about groups of objects. 3.OA.1
- I can understand division by thinking about how one group can be divided into smaller groups. 3.OA.2
- I can use what I know about multiplication and division to solve word problems. 3.OA.3
- I can find the missing number in a multiplication or division equation. 3.OA.4
- I can use the Commutative property of multiplication. (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$.) 3.OA.5
- I can use the Associative property of multiplication. (To figure out $3 \times 5 \times 2$ I can multiply $3 \times 5 = 15$, then $15 \times 2 = 30$ OR multiply $5 \times 2 = 10$, then $3 \times 10 = 30$.) 3.OA.5
- I can use the Distributive property of multiplication. (To figure out 8×7 , I can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.) 3.OA.5
- I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8$ because I know that $8 \times 4 = 32$.) 3.OA.6
- I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. 3.OA.7
- I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable. 3.OA.8
- I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work. 3.OA.9

I Can Use Number Sense and Place Value to Help Me Understand Math

- I can round numbers to the nearest ten or 100. 3.NBT.1
- I can add and subtract numbers within 1000. 3.NBT.2
- I can quickly and easily multiply any one digit whole number by 10. 3.NBT.3

I Can Use Fractions to Help Me Understand Math

- I can show and understand that fractions are equal parts of a whole. 3.NF.1
- I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole. 3.NF.2
- I can explain in words or pictures how two fractions can sometimes be equal. 3.NF.3
- I can compare fractions by reasoning about their size. 3.NF.3
- I can show whole numbers as fractions. ($3 = 3/1$) 3.NF.3
- I can recognize fractions that are equal to one whole.
($1 = 4/4$) 3.NF.3



I Can Use Measurement and Data to Help Me Understand Math

- I can tell and write time to the nearest minute. 3.MD.1
- I can measure time in minutes. 3.MD.1
- I can solve telling time word problems by adding and subtracting minutes. 3.MD.1
- I can measure liquids and solids with liters, grams and kilograms. 3.MD.2
- I can use addition, subtraction, multiplication and division to solve word problems involving mass and volume. 3.MD.2

- I can create a picture or bar graph to show data and solve problems using the information from the graphs. 3.MD.3
- I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter. 3.MD.4
- I can understand that the area of plane shapes can be measured in square units. 3.MD.5
- I can measure areas by counting unit squares. 3.MD.6
- I can measure area by using what I know about multiplication and addition. 3.MD.7
- I can solve real world math problems using what I know about the perimeter of shapes. 3.MD.8



I Can Use Geometry to Help Me Understand Math

- I can place shapes into categories depending upon their attributes. 3.G.1
- I can recognize and draw quadrilaterals such as rhombuses, rectangles and squares, as well as other examples of quadrilaterals. 3.G.1
- I can divide shapes into parts with equal areas and show those areas as fractions. 3.G.2





Third Grade NGSS Science Standards

3-PS2. Motion and Stability: Forces and Interactions

Standard	Description	Tick
3-PS2-1	<ul style="list-style-type: none">Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	
3-PS2-2	<ul style="list-style-type: none">Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	
3-PS2-3	<ul style="list-style-type: none">Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	
3-PS2-4	<ul style="list-style-type: none">Define a simple design problem that can be solved by applying scientific ideas about magnets.	

3-LS1. From Molecules to Organisms: Structures and Processes

Standard	Description	Tick
3-LS1-1	<ul style="list-style-type: none">Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	

3-LS2. Ecosystems: Interactions, Energy and Dynamics

Standard	Description	Tick
3-LS2-1	<ul style="list-style-type: none">Construct an argument that some animals form groups that help members survive.	

3-LS3. Heredity: Inheritance and Variation of Traits

Standard	Description	Tick
3-LS3-1	<ul style="list-style-type: none">Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
3-LS3-2	<ul style="list-style-type: none">Use evidence to support the explanation that traits can be influenced by the environment.	

3-LS4. Biological Evolution: Unity and Diversity

Standard	Description	Tick
3-LS4-1	<ul style="list-style-type: none">Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.	
3-LS4-2	<ul style="list-style-type: none">Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	
3-LS4-3	<ul style="list-style-type: none">Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
3-LS4-4	<ul style="list-style-type: none">Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change	

3-ESS2. Earth's Systems

Standard	Description	Tick
3-ESS2-1	<ul style="list-style-type: none">Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	
3-ESS2-2	<ul style="list-style-type: none">Obtain and combine information to describe climates in different regions of the world.	

3-ESS3. Earth and Human Activity

Standard	Description	Tick
3-ESS3-1	<ul style="list-style-type: none">Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	

3-5-ETS1. Engineering Design

Standard	Description	Tick
3-5-ETS1-1	<ul style="list-style-type: none">Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	
3-5-ETS1-2	<ul style="list-style-type: none">Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.	
3-5-ETS1-3	<ul style="list-style-type: none">Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

3rd Grade Social Studies Common Core Standards

Inquiry Skills

- Constructing Essential Questions SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others.
- Constructing Supporting Questions SS.IS.2.3-5: Create supporting questions to help answer essential questions in an inquiry.
- Determining Helpful Sources SS.IS.3.3-5: Determine sources representing multiple points of view that will assist in answering essential questions.
- Gathering and Evaluating Sources SS.IS.4.3-5: Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.
- Developing Claims and Using Evidence SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions.
- Communicating Conclusions SS.IS.6.3-5: Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.
- Critiquing Conclusions SS.IS.7.3-5: Identify a range of local problems and some ways in which people are trying to address these problems.
- Taking Informed Action SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school.

Civic Standards

- Civic and Political Institutions SS.CV.1.3: Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.
- Civic and Political Institutions SS.CV.2.3: Explain how groups of people make rules to create responsibilities and protect freedoms.
- Participation and Deliberation: Applying Civic Virtues and Democratic Processes SS.CV.3.3: Compare procedures for making decisions in the classroom, school and community.
- Processes, Rules and Laws SS.CV.4.3: Describe how people have tried to improve their communities over time.

Geography Standards

- Geographic Representations: Spatial Views of the World SS.G.1.3: Locate major landforms and bodies of water on a map or other representation.
- Human-Environment Interaction: Place, Regions and Culture SS.G.2.3: Compare how people modify and adapt to the environment and culture in our community to other places.
- Global Interconnections: Changing Spatial Patterns SS.G.3.3: Show how consumption of products connects people to distant places.

Economics and Financial Literacy Standards

- Economic Decision Making SS.EC.1.3: Compare the goods and services that people in the local community produce and those that are produced in other communities.
- Exchange and Markets SS.EC. 2.3: Generate examples of the goods and services that governments provide.
- Financial Literacy SS.EC.FL.3.3: Describe the role of banks and other financial institutions in an economy.
- Financial Literacy SS.EC.FL. 4.3: Explain that when people borrow, they receive something of value now and agree to repay the lender over time.

History Standards

- Change, Continuity and Context SS.H.1.3: Create and use a chronological sequence of events.
- Perspectives SS.H.2.3: Describe how significant people, events, and developments have shaped their own community and region.
- Historical Sources and Evidence SS.H.3.3: Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.