Third Grade English Language Arts Standards and “I Can Statements”

Standard #: CC.3.L.1.a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

- I can define:
  - nouns
  - pronouns
  - verbs
  - adjectives
  - adverbs

- I can explain the function of:
  - nouns
  - pronouns
  - verbs
  - adjectives
  - adverbs

Standard #: CC.3.L.1.b: Form and use regular and irregular plural nouns.

- I can identify regular and irregular plural nouns.

- I can use irregular and regular plural nouns in my writing and speaking.

Standard #: CC.3.L.1.c: Use abstract nouns (e.g. childhood).

- I can identify abstract nouns.

- I can use abstract nouns when writing and speaking.

Standard #: CC.3.L.1.d: Form and use regular and irregular verbs.

- I can identify regular and irregular verbs.

- I can form and use regular and irregular verbs when writing and speaking.

Standard #: CC.3.L.1.e: Form and use the simple (e.g. I walked; I walk; I will walk) verb tenses.

- I can identify simple verb tenses (past, present, future).

- I can form and use simple verb tenses (past, present, future) when writing and speaking.
Standard #: CC.3.L.1.f: Ensure subject-verb and pronoun antecedent agreement.

- I can identify the agreement of:
  - subject-verb
  - pronoun-antecedent

- I can use subject-verb agreement in my writing and speaking.

- I can use pronoun-antecedent agreement in my writing and speaking.

Standard #: CC.3.L.1.g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

- I can identify comparative and superlative:
  - adjectives
  - adverbs

- I can choose between comparative and superlative:
  - adjectives
  - adverbs
  in speaking and writing

- I can form and use comparative and superlative:
  - adjectives
  - adverbs
  in speaking and writing

Standard #: CC.3.L.1.h: Use coordinating and subordinating conjunctions.

- I can identify coordinating and subordinating conjunctions.

- I can use coordinating and subordinating conjunctions in my writing and speaking.

Standard #: CC.3.L.1.i: Produce simple, compound, and complex sentences.

- I can identify sentences:
  - simple
  - compound
  - complex

- I can speak and write a variety of sentences:
  - simple
  - compound
  - complex
**Standard #: CC.3.L.2:** Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Standard #: CC.3.L.2.a:** Capitalize appropriate words in titles.

- I can capitalize appropriate words in titles.

**Standard #: CC.3.L.2.b:** Use commas in addresses.

- I can use commas in addresses.

**Standard #: CC.3.L.2.c:** Use commas and quotation marks in dialogue.

- I can use commas and quotation marks in dialogue.

**Standard #: CC.3.L.2.d:** Form and use possessives.

- I can form and use possessives.

**Standard #: CC.3.L.2.e:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

- I can use correct spelling for high frequency and other studied words.
- I can use correct spelling for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

**Standard #: CC.3.L.2.f:** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

- I can use spelling patterns (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

**Standard #: CC.3.L.2.g:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

- I can use reference materials, including beginning dictionaries, as needed to check and correct spellings.
Standard #: CC.3.L.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.
   b. Recognize and observe differences between the conventions of spoken and written standard English.

   • I can identify the correct use of language for:
     o writing
     o speaking
     o reading
     o listening

   • I can use appropriate language when:
     o writing
     o speaking
     o reading

   • I can use appropriate language conventions (grammar) when:
     o writing
     o speaking
     o reading

Standard #: CC.3.L.3.a: Choose words and phrases for effect.

   • I can identify words or phrases that create effect (or interest) in writing and speaking.

   • I can use words or phrases that create effect (interest) in writing and speaking.

Standard #: CC.3.L.3.b: Recognize and observe differences between the conventions of spoken and written standard English.

   • I can compare spoken and written language.

Standard #: CC.3.L.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

   • I can choose a strategy to determine the meaning of an unknown word or phrase.

Standard #: CC.3.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.

   • I can recognize that context clues can help determine the meaning of unknown or multiple-meaning words.

   • I can determine the meaning of unknown and multiple-meaning words or phrases by using the context clues in a sentence.
**Standard #: CC.3.L.4.b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- I can identify and define affixes (prefixes and suffixes).
- I can determine the meaning of a word when an affix (prefix or suffix) is added (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

**Standard #: CC.3.L.4.c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

- I can identify and define root words.
- I can determine the meaning of an unknown word by identifying the common root (e.g. company, companion).

**Standard #: CC.3.L.4.d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- I can find words in dictionaries and glossaries.
- I can use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases.

**Standard #: CC.3.L.5:** Demonstrate understanding of word relationships and nuances in word meanings.

**Standard #: CC.3.L.5.a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- I can recognize the difference between literal and non-literal meanings of words and phrases (idioms).
- I can tell the difference between the literal and non-literal meanings of words and phrases in context (e.g. take steps).

**Standard #: CC.3.L.5.b:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

- I can make real-life connections between words and their use (e.g. describe people who are friendly or helpful).

**Standard #: CC.3.L.5.c:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

- I can recognize words that have similar meanings (synonyms) and choose the word that best describes the mood/state of mind.
Standard #: CC.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., After dinner that night we went looking for them).

- I can recall third grade vocabulary including words and phrases using:
  - where (spatial relationships)
  - when (temporal relationships).

- I can use accurately use third grade vocabulary including words and phrases using:
  - where (spatial relationships)
  - when (temporal relationships).

Standard #: CC.3.R.F.3: 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., After dinner that night we went looking for them).

- I can recall third grade vocabulary including words and phrases using:
  - where (spatial relationships)
  - when (temporal relationships).

- I can use accurately use third grade vocabulary including words and phrases using:
  - where (spatial relationships)
  - when (temporal relationships).

Standard #: CC.3.R.F.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.

- I can identify
  - the meaning of the common prefixes
  - the meaning of the most common derivational suffixes

- I can use words correctly with
  - common prefixes
  - common derivational suffixes

- I can identify words with Latin suffixes.
- I can read and use words with Latin suffixes.


- I can identify syllables in a word.
- I can read and use multiple syllable words.


- I can recognize irregularly spelled words.
- I can read and use irregularly spelled words.

Standard #: CC.3.R.F.4: Read with sufficient accuracy and fluency to support comprehension.

Standard #: CC.3.R.F.4.a: Read grade-level text with purpose and understanding.

- I can read grade-level text fluently with purpose and understanding.

Standard #: CC.3.R.F.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

- I can identify that good oral reading has accuracy, appropriate rate, and expression on successive readings of prose and poetry.
- I can apply reading strategies to develop accuracy, appropriate rate, and expression on successive readings of prose and poetry.
- I can read with accuracy, appropriate rate, and expression on successive readings of prose and poetry.

Standard #: CC.3.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- I can self-correct words using context to show understanding when I read.
- I can use rereading, when necessary to help me understand when I read.
**Standard #: CC.3.R.I.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- I can ask questions to show that I understand what I read.
- I can answer questions to show I understand what I read.
- I can create questions based on the text to show my understanding.
- I can locate information in the text to answer questions.

**Standard #: CC.3.R.I.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.

- I can determine the main idea of a text.
- I can retell key details of a text.
- I can explain how the key details support the main idea of a text.

**Standard #: CC.3.R.I.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.

- I can identify:
  - historical events
  - scientific ideas or concepts in a text
  - steps in a technical procedure
- I can define and use key terms:
  - time
  - sequence
  - cause/effect
  - relationship
- I can describe relationships within a text between:
  - historical events
  - scientific ideas or concepts in a text
  - steps in a technical procedure
- I can describe the sequence of events using vocabulary pertaining to:
  - time
  - sequence
  - cause/effect

**Standard #: CC.3.R.I.4:** Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

- I can identify:
  - general academic
  - domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

- I can determine the meaning of:
  - general academic
  - domain-specific
  - words and phrases in a text relevant to a grade 3 topic or subject area.

**Standard #: CC.3.R.I.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- I can identify various text features.
- I can identify various search tools (e.g. keywords, sidebars, hyperlinks) to locate information in a text.
- I can use various text features to locate key facts or information in a text.
- I can use search tools to locate key facts or information on a text.

**Standard #: CC.3.R.I.6:** Distinguish their own point of view from that of the author of a text.

- I can identify:
  - my point of view
  - the author’s point of view.
- I can compare/contrast my point of view to the author’s point of view.
**Standard #: CC.3.R.I.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).

- I can recognize key events in an informational text.
- I can demonstrate an understanding of text using information from illustrations, such as:
  - maps
  - photographs
  - other
- I can demonstrate an understanding of text using information from words that tell:
  - where
  - when
  - why
  - how key events occur

**Standard #: CC.3.R.I.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

- I can define a sentence.
- I can define a paragraph.
- I can identify the structure(s) of paragraphs:
  - comparison
  - cause/effect
  - first, second, third in a sequence.
- I can explain how sentences and paragraphs in text are logically connected.
- I can determine how a text is organized:
  - comparison
  - cause/effect
  - first, second, third in a sequence.
**Standard #: CC.3.R.I.9:** Compare and contrast the most important points and key details presented in two texts on the same topic.

- I can identify:
  - the most important points (main ideas) in each text.
  - the key supporting details in each text.
  - similarities of key details and important points.
  - differences of key details and important points.
- I can tell the difference between (distinguish) key details and important points.
- I can compare and contrast the:
  - the most important points (main ideas) in two different texts on the same topic.
  - key details in two different texts on the same topic.

**Standard #: CC.3.R.I.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.

- By the end of third grade, I can read informational texts:
  - historical/social studies
  - science
  - technical texts

  independently and proficiently on grade level.

- By the end of third grade, I can comprehend informational texts:
  - historical/social studies
  - science
  - technical texts

  independently and proficiently on grade level.
**Standard #: CC.3.R.L.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- I can ask questions to show I understand what I read.
- I can answer questions to show I understand what I read.
- I can create questions to show I understand the text.
- I can locate an answer to a question in the text.

**Standard #: CC.3.R.L.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.

- I can retell:
  - fables from different cultures
  - folktales from different cultures
  - myths from different cultures
- I can determine the:
  - moral of a fable
  - lesson of a folktale
  - central theme of a myth
- I can determine how the moral, lesson or central theme are shown through key details in the text.

**Standard #: CC.3.R.L.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

- I can describe a character’s feelings/emotions based on information found in the text.
- I can describe a character’s traits/motivation.
- I can retell the sequence of events using time order words.
- I can infer a character’s feelings and/or emotions.
- I can analyze a character’s feelings and/or emotions.
- I can interpret how a character’s traits, motivations, and feelings lead to actions.
- I can explain how a character’s actions contribute to the sequence of events.
**Standard #: CC.3.R.L.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- I can identify literal words and phrases in a text.
- I can identify nonliteral words and phrases in a text.
- I can determine the meaning of literal words and phrases in a text.
- I can determine the meaning of nonliteral words and phrases in a text.

**Standard #: CC.3.R.L.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.

- I can identify different genres of text.
- I can refer to parts of:
  - stories
  - dramas
  - poems

when speaking or writing about text.

- I can use terms such as:
  - chapter
  - scene
  - stanza

  to describe how each part builds on earlier sections.

**Standard #: CC.3.R.L.6:** Distinguish their own point of view from that of the narrator or those of the characters.

- I can identify:
  - point of view
  - the narrator’s point of view
  - the character’s point of view.

- I can compare/contrast my own point of view to the narrator’s or the character’s point of view.
Standard #: CC.3.R.L.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).

- I can identify specific parts (aspects) of a text’s illustrations.
- I can recognize the mood of a story.
- I can explain how the parts (aspects) of a text’s illustrations:
  - contribute to the text in a story.
  - create the mood of the story.
  - show (emphasize) characters and setting.

Standard #: CC.3.R.L.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).

- I can identify:
  - theme
  - setting
  - plot.
- I can compare and contrast the:
  - theme in stories written by the same author about the same or similar characters.
  - setting in stories written by the same author about the same or similar characters.
  - plot in stories written by the same author about the same or similar characters.

Standard #: CC.3.R.L.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.

- By the end of third grade, I can read stories, dramas, and poetry independently and proficiently on grade level.
- By the end of third grade, I can comprehend literature (stories dramas, and poetry) independently and proficiently on grade level.

Standard #: CC.3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
**Standard #: CC.3.SL.1.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.

- I can relate information read to discussion topics.

**Standard #: CC.3.SL.1.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).

- I can identify:
  - agreed-upon rules for discussion
  - ways to listen effectively

- I can evaluate if discussion rules were followed.

- I can listen actively to discussions and presentations.

- I can follow agreed-upon rules for discussions.

**Standard #: CC.3.SL.1.c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- I can understand how to ask a question.

- I can create questions and responses based on comments made by others during a discussion.

- I can ask questions to check understanding of a discussion or presentation.

- I can connect my comments to the remarks of others.

**Standard #: CC.3.SL.1.d:** Explain their own ideas and understanding in light of the discussion.

- I can identify key ideas presented during a discussion.

- I can explain the topic using personal ideas, opinions, and reasoning.

- I can express ideas clearly.

**Standard #: CC.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.

- I can determine the main idea of an oral or media presentation.

- I can determine supporting details of an oral or media presentation.
**Standard #: CC.3.SL.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

- I can identify where questioning is needed about what a speaker says.
- I can identify appropriate elaboration and detail when answering questions about information from a speaker.
- I can ask detailed questions about information from a speaker.
- I can answer questions about information from a speaker, offering appropriate elaboration and detail.

**Standard #: CC.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.

- I can identify:
  - topic
  - facts
  - descriptive details.
- I can identify:
  - clearly pronounced and enunciated words
  - understandable pace.
- I can determine:
  - appropriate supportive facts
  - relevant descriptive details.
- I can speak clearly at an understandable pace while:
  - reporting on a topic or text
  - telling a story
  - retelling an experience with appropriate facts and relevant, descriptive details.
**Standard #: CC.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.

- I can recognize “engaging” audio recordings.
- I can identify:
  - fluent reading
  - facts or details.
- I can emphasize/enhance facts or details by adding visual displays when appropriate.
- I can read stories or poems fluently for audio recordings.
- I can create audio recordings that demonstrate fluent reading.
- I can create visual displays.

**Standard #: CC.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 on page 26 for specific expectations.)

- I can recognize complete sentences in writing and when spoken.
- I can identify the audience.
- I can recognize the task and situation.
- I can understand when a situation calls for speaking in complete sentences.
- I can speak in complete sentences when appropriate to task and situation.
- I can answer questions clearly with appropriate details.
**Standard #: CC.3.W.1:** Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.

**Standard #: CC.3.W.1.a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

- I can define point of view.
- I can select a topic or text for an opinion piece.
- I can determine an opinion about the text or topic.
- I can choose an organizational structure for my writing.
- I can create an opinion piece on a topic or text which
  - introduces the topic or text
  - states an opinion
  - organizes ideas

**Standard #: CC.3.W.1.b:** Provide reasons that support the opinion.

- I can determine reasons that support my opinion.
- I can create an opinion piece on a topic or text which supports a point of view with reasons.

**Standard #: CC.3.W.1.c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

- I can recognize linking words and phrases when writing.
- I can select appropriate linking words and phrases to connect opinions and reasons in my writing.
- I can write an opinion piece on a topic or text which uses linking words to connect opinions and ideas.

**Standard #: CC.3.W.1.d:** Provide a concluding statement or section.

- I can recognize the purpose of a concluding statement in a writing piece.
- I can plan a concluding statement for my writing piece.
- I can write an opinion piece on a topic or text which has a good conclusion.
**Standard #: CC.3.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Standard #: CC.3.W.2.a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

- I can identify a topic in writing.
- I can plan an informative/explanatory writing piece with
  - a topic that groups related information together
  - illustrations when useful to aid in comprehension
- I can write an informative/explanatory text that include(s):
  - a topic that groups related information together
  - illustrations when useful to aid in comprehension

**Standard #: CC.3.W.2.b:** Develop the topics with facts, definitions, and details.

- I can identify facts, definitions, and details in writing.
- I can plan an informative/explanatory writing piece which includes
  - facts
  - definitions
  - details
- I can write an informative/explanatory text that includes
  - facts
  - definitions
  - details

**Standard #: CC.3.W.2.c:** Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.

- I can identify linking words and phrases to connect ideas in writing.
- I can plan an informative/explanatory writing piece that includes linking words and phrases.
- I can write an informative/explanatory text which includes linking words and phrases to connect ideas
**Standard #: CC.3.W.2.d:** Provide a concluding statement or section.

- I can identify a concluding statement in writing
- I can plan an informative/explanatory writing piece which includes a concluding statement.
- I can write an informative/explanatory text which includes a concluding statement or section.

**Standard #: CC.3.W.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Standard #: CC.3.W.3.a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- I can define:
  - narrator
  - character.
- I can identify:
  - story elements
  - structure of a narrative
  - how writers establish a situation
  - how writers develop characters
- I can establish a situation in writing.
- I can plan a sequence of events in my writing.
- I can plan characters in my writing.
- I can write a narrative that:
  - establishes a situation
  - introduces a narrator or character(s)
  - establishes a sequence of events.
**Standard #: CC.3.W.3.b:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

- I can explain how writers use dialogue to develop a narrative.
- I can plan appropriate dialogue between characters.
- I can create a plan to develop
  - characters through dialogue, actions, thoughts, feelings, as well as responses to situations
  - events through dialogue, actions, thoughts, and feelings.
- I can write a narrative that develops characters and events through the use of dialogue and descriptions to reveal actions, thoughts, feelings

**Standard #: CC.3.W.3.c:** Use temporal words and phrases to signal event order.

- I can identify how sequential words and phrases are used to develop a sequence of events.
- I can plan a narrative using sequential words and phrases.
- I can write a narrative that uses sequential words and phrases.

**Standard #: CC.3.W.3.d:** Provide a sense of closure.

- I can recognize closure in a writing piece
- I can plan a closing or ending for my narrative.
- I can write a narrative with an ending or closing.

**Standard #: CC.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.)

- With guidance and support, I can analyze the reason for writing a piece to decide on:
  - task
  - purpose.
- With guidance and support, I can determine suitable:
  - idea development strategies
  - organization
- With guidance and support, I can write a piece with appropriate idea development and organization.
**Standard #: CC.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 on page 29.)

- With guidance and support from peers and adults, I can recognize how to:
  - plan
  - revise
  - edit

- I can identify editing strategies to help with my writing.

- With guidance and support from peers and adults, I can develop and strengthen my writing by:
  - planning
  - revising
  - editing

**Standard #: CC.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.

- With guidance and support:
  - I can use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools).
  - I can understand how to use technology to produce writing and to interact with others.
  - I can understand how to use technology to edit and revise writing.

- With guidance and support, I can select appropriate technology tools to develop my writing.

- With guidance and support:
  - I can perform keyboarding skills.
  - I can use technology to develop, revise, edit, and publish writing.
  - I can use technology to interact and collaborate with others.
**Standard #: CC.3.W.7:** Conduct short research projects that build knowledge about a topic.

- I can research a specific topic by gathering information using various sources and tools.
- I can examine information gathered from short research.
- I can discriminate (tell) the difference between relevant and irrelevant information.

**Standard #: CC.3.W.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

- I can recognize print and digital sources.
- I can gather information from print and digital sources.
- I can provide brief notes from sources.
- I can sort evidence from sources into provided categories.

**Standard #: CC.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.

- I can identify the various purposes for writing.
- I can identify and understand the various structures of writing.
- I can determine how much time is needed to write a written response.
- I can determine how to organize a writing piece based on audience and purpose.
- I can write for various purposes and to various audiences:
  - for short periods of time.
  - for long periods of time.