



Grade 3 English Language Arts Checklist

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Related Schoolwide Learner Outcomes

I Can Use Foundational Reading Skills

Students should master the [third set of 100 sight words](#) by the end of Grade 3.

- ☐ RF.3.3: I can show what I have learned about letters and sounds by figuring out words.
- ☐ RF.3.3.A: I can find and tell the meanings of most common prefixes and suffixes.
- ☐ RF.3.3.B: I can read words with common Latin suffixes.
- ☐ RF.3.3.C: I can read words with more than one syllable.
- ☐ RF.3.3.D: I can read third-grade words that aren't spelled the way they sound.
- ☐ RF.3.4: I can fluently read and understand books at my level well.
- ☐ RF.3.4.A: I can read and understand third-grade books.
- ☐ RF.3.4.B: I can read third-grade books and poems aloud like a teacher would read them.
- ☐ RF.3.4.C: I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

I Can Read Literature

The [Sora Digital Library](#) is available to all MVA students. Sora contains digital versions of print and audiobooks (literature and informational texts).

- ☐ RL.3.1: 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.3.2: I can remember and retell different kinds of stories from many cultures.
- ☐ RL.3.2: I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
- ☐ RL.3.3: I can describe characters in stories and explain how their actions affect the story.
- ☐ RL.3.4: I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
- ☐ RL.3.4: I can tell the difference between literal and nonliteral language when I read.
- ☐ RL.3.5: 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 the parts that have already happened.
- ☐ RL.3.6: I can tell the difference between what I think and what the author or characters might think in a story.

- ☐ RL.3.7: I can explain how the author uses illustrations to help the meaning in a story.
- ☐ RL.3.9: I can compare and contrast stories written by the same author about the same or similar characters.
- ☐ RL.3.10: I can read and understand third-grade stories, plays, and poems independently.

I Can Read Informational Text

- ☐ RI.3.1: I can ask and answer questions to show that I understand the information that I am reading.
- ☐ RI.3.1: I can find the answers to specific questions within informational text that I read.
- ☐ RI.3.2: I can figure out the main idea of information I read.
- ☐ RI.3.2: I can talk about the most important details in the information I read and how they support the main idea.
- ☐ RI.3.3: I can describe how some historical events are related.
- ☐ RI.3.3: I can describe how some scientific ideas are related.
- ☐ RI.3.3: I can describe how the steps in a set of directions is related.
- ☐ RI.3.4: I can figure out the meanings of words and phrases in science and social studies texts.
- ☐ RI.3.5: I can use the parts of a text that stand out to find information quickly.
- ☐ RI.3.5: I can use search tools on the computer to find information quickly.
- ☐ RI.3.6: I can tell the difference between what I think and what an author writes in informational texts.
- ☐ RI.3.7: I can show what I have learned from informational text and illustrations by answering questions about where, when, why, and how.
- ☐ RI.3.8: I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.
- ☐ RI.3.9: I can compare and contrast the most important ideas and details in two pieces of information about the same topic.
- ☐ RI.3.10: I can read and understand 3rd-grade informational texts independently.

I Can Write

[3rd-Grade Writing Prompts](#)

- ☐ W.3.1: I can write to share my opinion and give reasons to support that opinion.
- ☐ W.3.1.A: I can write my opinion piece in an organized way that introduces my opinion and lists my reasons.
- ☐ W.3.1.B: I can give reasons to support my opinion in my writing.
- ☐ W.3.1.C: I can use linking words (because, therefore, since, for example, etc.) to connect my opinion with my reasons.
- ☐ W.3.1.D: I can write a conclusion (ending) to my opinion piece.
- ☐ W.3.2: I can write to inform and explain ideas to others clearly.

- ☐ W.3.2.A: I can write an informative text that introduces my topic and then groups related information together.
- ☐ W.3.2.A: I can include illustrations in my writing to help others understand my topic better.
- ☐ W.3.2.B: I can write about a topic using facts, definitions, and details.
- ☐ W.3.2.C: I can use linking words (also, another, and, more, but, etc.) to connect the ideas in my writing.
- ☐ W.3.2.D: I can write conclusions (endings) to my informative pieces of writing.
- ☐ W.3.3: I can write organized stories that have lots of details.
- ☐ W.3.3.A: I can write stories from different points of view that have characters and a plot.
- ☐ W.3.3.B: I can use dialog between my characters and describe their actions & feelings to help others understand the plots of my stories.
- ☐ W.3.3.C: I can use temporal words (first, next, then, finally, etc.) to help others understand the order in my stories.
- ☐ W.3.3.D: I can write conclusions (endings) to my stories.
- ☐ W.3.4: I can stay focused and organized in my different types of writing.
- ☐ W.3.4: I can write for different purposes, audiences, and topics.
- ☐ W.3.5: I can plan, revise and edit my writing with the help of peers and adults.
- ☐ W.3.6: I can use technology to create and publish my writing.
- ☐ W.3.6: I can use technology to communicate and work with others.
- ☐ W.3.7: I can do short research projects to help me learn more about a topic.
- ☐ W.3.8: I can remember what I have learned or find new information from books or technology to help me with my research.
- ☐ W.3.8: I can take notes to help me organize the research in my writing.
- ☐ W.3.10: I can write for short time frames or over a longer period of time depending on my purpose, audience, and topic.

I Can Share and Listen

- ☐ SL.3.1: I can successfully participate in discussions.
- ☐ SL.3.1.A: I can come to discussions prepared to share my ideas because I have read or studied what I needed to.
- ☐ SL.3.1.B: I can listen, wait until it's my turn to speak, and be respectful of others when I am having discussions.
- ☐ SL.3.1.C: I can ask questions to help me understand discussions, stay on topic, and to help me to connect my ideas with other people's ideas.
- ☐ SL.3.1.D: I can explain my own thinking and ideas after a discussion.
- ☐ SL.3.2: I can figure out the main ideas and details of what I see and hear.
- ☐ SL.3.3: I can ask and answer questions about what a speaker says so that I can talk more about the topic.

- ☐ SL.3.4: I can give a report or share a story or experience with important details to help others understand.
- ☐ SL.3.4: I can speak clearly and at an appropriate speed when I give a report or share a story or experience.
- ☐ SL.3.4.A: I can plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion.
- ☐ SL.3.5: I can create engaging recordings of stories or poems to show my fluency in reading.
- ☐ SL.3.5: I can create visual presentations to help me share facts and details better.
- ☐ SL.3.6: I can speak in complete sentences to make what I am sharing more clear to others.

I Can Use Standard English When I Speak and Write

- ☐ L.3.1: I can show that I know how to use words correctly when I write and speak.
- ☐ L.3.1.A: I can explain how nouns, pronouns, verbs, adjectives, and adverbs work in different sentences.
- ☐ L.3.1.B: I can correctly say, write and use all kinds of plural nouns.
- ☐ L.3.1.C: I can use abstract nouns (e.g., childhood, honesty, courage, faith).
- ☐ L.3.1.D: I can correctly say, write and use regular and irregular verbs (action words).
- ☐ L.3.1.E: I can correctly say, write and use different verb tenses (e.g. I walked; I walk; I will walk).
- ☐ L.3.1.F: I can make sure that all of my subjects and verbs go together correctly in the sentences I say and write.
- ☐ L.3.1.F: I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.
- ☐ L.3.1.G: I can correctly use comparative and superlative adjectives and adverbs correctly in my speech and writing.
- ☐ L.3.1.H: I can use conjunctions in the correct way in my speech and writing.
- ☐ L.3.1.I: I can say and write simple, compound, and complex sentences.
- ☐ L.3.1.J: I can write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence.
- ☐ L.3.1.K: I can use reciprocal pronouns correctly.
- ☐ L.3.2: I can show that I know how to write sentences correctly.
- ☐ L.3.2.A: I can use capital letters correctly when I write titles.
- ☐ L.3.2.B: I can use commas correctly in addresses.
- ☐ L.3.2.C: I can use commas and quotation marks correctly when I write dialogue between two people or characters.
- ☐ L.3.2.D: I can use apostrophes appropriately to show possession.
- ☐ L.3.2.E: I can spell commonly used words correctly and add suffixes to them.

- ☐ L.3.2.F: I can use spelling patterns and rules to help me spell new words.
- ☐ L.3.2.G: I can use a dictionary or other resources to check and correct my spelling.
- ☐ L.3.3: I can write, speak, read, and listen by using what I know about the English language.
- ☐ L.3.3.A: I can choose interesting words and phrases to help others understand my meaning better.
- ☐ L.3.3.B: I can recognize differences between my speaking language and my written language.
- ☐ L.3.4: I can figure out what words mean by using the strategies I know and by thinking about what I have read.
- ☐ L.3.4.A: I can use context clues to help me understand new words.
- ☐ L.3.4.B: I can use prefixes and suffixes that I know to help me understand new words.
- ☐ L.3.4.C: I can use root words I know to help me understand the meanings of new words.
- ☐ L.3.4.D: I can use print and computer dictionaries to help me find the meanings of new words.
- ☐ L.3.5: I can show that I understand figurative language (e.g., busy as a bee; slow as a snail; you are what you eat).
- ☐ L.3.5: I can figure out how words are related and how their meanings might be similar.
- ☐ L.3.5.A: I can tell the difference between literal and nonliteral language when I read.
- ☐ L.3.5.B: I can find real-life connections between words and the way they are used (e.g., people who are friendly or helpful).
- ☐ L.3.5.C: 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.3.6: I can use the new words and phrases I have learned in different ways to show that I know what they mean.