Third Grade “I Can” Statements

English Language Arts

English Language Arts Standards » Reading: Literature » Grade 3

Key Ideas and Details

- RL.3.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2 I can 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.
- RL.3.3 I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Craft and Structure

- RL.3.4 I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5 I can 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.
- RL.3.6 I can distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- RL.3.7 I can 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)
- (RL.3.8 not applicable to literature)
- RL.3.9 I can 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)

Range of Reading and Level of Text Complexity

- RL.3.10 By the end of the year, I can read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

English Language Arts Standards » Reading: Informational Text » Grade 3

Key Ideas and Details

- RI.3.1 I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2 I can determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 I can 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.

Craft and Structure

- RI.3.4 I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- RI.3.5 I can use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.6 I can distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.7 I can 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).
- RI.3.8 I can describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- RI.3.9 I can compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, I can 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.

English Language Arts Standards » Reading: Foundational Skills » Grade 3

Phonics and Word Recognition

- RF.3.3 I know and can apply grade-level phonics and word analysis skills in decoding words.
- RF.3.3a I can identify and know the meaning of the most common prefixes and derivational suffixes.
- RF.3.3b I can decode words with common Latin suffixes.
- RF.3.3c I can decode multi-syllable words.
- RF.3.3d I can read grade-appropriate irregularly spelled words.

Fluency

- RF.3.4 I can read with sufficient accuracy and fluency to support comprehension.
- RF.3.4a I can read grade-level text with purpose and understanding.
- RF.3.4b I can read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- RF.3.4c I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.

English Language Arts Standards » Writing » Grade 3

Text Types and Purposes

- W.3.1 I can write opinion pieces on topics or texts, supporting a point of view with reasons.
- W.3.1a I can introduce the topic or text I am writing about, state an opinion, and create an organizational structure that lists reasons.
- W.3.1b I can provide reasons that support the opinion.
- W.3.1c I can use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- W.3.1d I can provide a concluding statement or section.
- W.3.2 I can write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.3.2a I can introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2b I can develop the topic with facts, definitions, and details.
- W.3.2c I can use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- W.3.2d I can provide a concluding statement or section.
- W.3.3 I can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.3a I can establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.3.3b I can use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- W.3.3c I can use temporal words and phrases to signal event order.
- W.3.3d I can provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, I can 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.)
- W.3.5 With guidance and support from peers and adults, I can 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 here.)
- W.3.6 With guidance and support from adults, I can use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- W.3.7 I can conduct short research projects that build knowledge about a topic.
- W.3.8 I can recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- (W.3.9 begins in grade 4)

Range of Writing

- W.3.10 I can 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.

English Language Arts Standards » Speaking & Listening » Grade 3

Comprehension and Collaboration

- SL.3.1 I can 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.
- SL.3.1a I can 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.
- SL.3.1b I can 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).
- SL.3.1c I can ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1d I can explain my own ideas and understanding in light of the discussion.
- SL.3.2 I can 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.
- SL.3.4 I can ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- SL.3.4 I can 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.
- SL.3.5 I can 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.
- SL.3.6 I can 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 here for specific expectations.)

Math

Represent and solve problems involving multiplication and division.

- 3.OA.A.1 I can interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*
- 3.OA.A.2 I can interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*
- 3.OA.A.3 I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.1
- 3.OA.A.4 I can determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.B.5 I can apply properties of operations as strategies to multiply and divide.2*Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*
- 3.OA.B.6 I understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

- 3.OA.C.7 I can fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, I know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 3.OA.D.8 I can solve two-step word problems using the four operations. I can represent these problems using equations with a letter standing for the unknown quantity. I can assess the reasonableness of answers using mental computation and estimation strategies including rounding.3
- 3.OA.D.9 I can identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Mathematics » Grade 3 » Number & Operations in Base Ten
Use place value understanding and properties of operations to perform multi-digit arithmetic.[1]

- 3.NBT.A.1 I can use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2 I can fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.NBT.A.3 I can multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Mathematics » Grade 3 » Number & Operations—Fractions[1]
Develop understanding of fractions as numbers.

- 3.NF.A.1 I understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; I understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*.
- 3.NF.A.2 I understand a fraction as a number on the number line; I can represent fractions on a number line diagram.
- 3.NF.A.2a I can represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.
- 3.NF.A.2b I can represent a fraction *a*/*b* on a number line diagram by marking off a lengths 1/*b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line.
- 3.NF.A.3 I can explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 3.NF.A.3a I understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- 3.NF.A.3b I can recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. I can explain why the fractions are equivalent, e.g., by using a visual fraction model.
- 3.NF.A.3c I can express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram*.
- 3.NF.A.3d I can compare two fractions with the same numerator or the same denominator by reasoning about their size. I recognize that comparisons are valid only when the two fractions refer to the same whole. I can record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.

Mathematics » Grade 3 » Measurement & Data
Solve problems involving measurement and estimation.

- 3.MD.A.1 I can tell and write time to the nearest minute and measure time intervals in minutes. I can solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.A.2 I can measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.2

Represent and interpret data.

- 3.MD.B.3 I can draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. I can solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets*.
- 3.MD.B.4 I can generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. I can show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.C.5 I can recognize area as an attribute of plane figures and understand concepts of area measurement.
- 3.MD.C.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- 3.MD.C.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.C.6 I can measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.C.7 I can relate area to the operations of multiplication and addition.
- 3.MD.C.7a I can find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- 3.MD.C.7b I can multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- 3.MD.C.7c I can use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. I can use area models to represent the distributive property in mathematical reasoning.
- 3.MD.C.7d I recognize area as additive. I can find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter.

- 3.MD.D.8 I can solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Mathematics » Grade 3 » Geometry

Reason with shapes and their attributes.

- 3.G.A.1 I understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). I recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and I can draw examples of quadrilaterals that do not belong to any of these subcategories.
- 3.G.A.2 I can partition shapes into parts with equal areas. I can express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape*.

Standards for Mathematical Practice

MP1 I can make sense of problems and persevere in solving them.

MP2 I can reason abstractly and quantitatively.

MP3 I can construct viable arguments and critique the reasoning of others.

MP4 I can model with mathematics.

MP5 I can use appropriate tools strategically.

MP6 I can attend to precision.

MP7 I can look for and make use of structure.

MP8 I can look for and express regularity in repeated reasoning.

Social Studies

History

- I can place events accurately on a timeline organized by years, decades and centuries.
- I can use artifacts, maps and photographs to evaluate change in the local community.
- I can research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.

Geography

- I can describe characteristics of physical and political maps and identify the purpose for each. I can use the map title, key, alphanumeric grid and cardinal directions to locate places in the local community.
- I can evaluate the influence of agriculture, industry and natural resources on daily life.
- I can describe examples of human modification to the environment n the local community.
- I can describe systems of transportation used to move people and products from place to place. I can describe systems of communication used to move ideas from place to place.
- I can compare cultural products and practices of different groups who live in the local community.

Government

- I can explain the social and political responsibilities of local community members.
- I can explain how individuals make the community a better place by solving problems in a way that promotes the common good.
- I can explain how laws affect the behavior of individuals and groups in a community. I can explain the benefits of having laws in a local community.
- I can explain why governments have authority to make and enforce laws.
- I can explain the structure of the local government.

Economics

- I can construct line graphs showing change over time using data related to a specific topic.
- I can give examples of positive and negative incentives that affect people's choices and behaviors.
- I can describe the opportunity cost of an individual economic decision.
- I can identify consumers and producers in the local community.
- I can identify consumers and producers in the local community.
- I can evaluate the costs and benefits of an individual economic decision.
- I can explain how using a budget helps individuals make responsible economic decisions.

Science

Earth and Space Science

- I can study the characteristics of rocks and soil through sampling, observation and testing.
- I can test the ability of water to pass through samples of rock or soil.
- I can test to determine the color, texture, composition and moisture level of soil.
- I can use appropriate tools to measure, test and observe characteristics of rocks including size and shape of particles or grains (if present) within the rock, texture and color.
- I recognize that the characteristics of the rock can help determine the environment in which it formed.
- I can use technology to analyze and compare test results, and connect to other classrooms to compare data or share samples, and document the findings.
- I can distinguish between renewable and nonrenewable resources through observation and investigation.
- I can explain that in Ohio we find specific energy sources such as fossil fuels, new energy technologies, and the development of renewable energy sources.
- I can compare Ohio to other states regarding energy sources.
- I can explain how reducing resource use, decreasing waste and/or pollution, recycling and reusing can help conserve these resources.
- I can use scientific data to evaluate and compare different methods of conservation (e.g., effectiveness of different kinds of recycling such as paper vs. metal).
- I recognize the importance of reducing or limiting the use and/or waste of resources.

Life Science

- Through observation, I can compare the physical appearance of the adults to the offspring (e.g., compare butterflies to determine if offspring look exactly like the parents).
- I can give examples of individual traits that organisms inherit from their parents.
- I recognize that a considerable amount of animal behavior is directly related to getting materials necessary for survival (food, shelter) from the environment and that influences what an animal learns.
- I can observe or listen to stories of animals engaging in instinctual and learned behaviors.
- I recognize that some organisms have behavioral traits that are learned from the parent (e.g., hunting).
- I can explain that other behavioral traits are in response to environmental stimuli (e.g., a plant stem bending toward the light).

- I can identify behavioral traits that are learned through interactions with the environment and are not inherited.
- I can use technology (e.g., a webcam) to observe animals in their natural or human-made environments.
- I can identify individuals of the same kind with different characteristics that they have inherited.
- I recognize that sometimes these different characteristics give individuals an advantage in surviving and reproducing.
- I can give examples of the behavioral and structural adaptations that allow plants and animals to survive in an environment.
- I can explain that organisms have different structures and behaviors that serve different functions (e.g. Some plants have leaves, stems and roots; each part serves a different function for the plant. Some animals have wings, feathers, beaks; each part serves a different function for the animals).
- I recognize that there may be variations in the traits that are passed down that increase the ability of organisms to thrive and reproduce.
- I can explain that some variations in traits that are passed down may reduce the ability of organisms to survive and reproduce.
- I recognize that some variations in traits that are passed down may have no appreciable effect on the ability of organisms to survive and reproduce.
- I recognize that variations in physical features among animals and plants can help them survive in different environmental conditions.
- I can observe variations in color, size, weight, etc., as the organism develops.
- I can describe how plants and animals that survive and reproduce pass successful features on to future generations.
- I can study organisms such as plants (e.g., radishes, beans) and insects (e.g., butterflies, moths, beetles, brine shrimp).
- I can use Venn diagrams to illustrate the similarities and differences between individuals of the same type.
- I can describe how individuals of the same kind have different characteristics that they have inherited, which can give individuals an advantage in surviving and reproducing.
- I can describe how plants and animals have life cycles that are part of their adaptations for survival in their natural environments.
- I can explain that plants and animals have life cycles that are adapted to survive in distinct environments (e.g., bean plants can be grown inside during winter, but cannot grow outside in the winter).
- I can describe how most life cycles start with birth, then progress to growth, development, adulthood, reproduction and death.
- I can explain that the life process can be interrupted at any stage.
- I can describe how the details of the life cycle are different for different organisms.
- I can observe the complete life cycle of an organism in the classroom (e.g., butterflies, mealworms, plants) or virtually.
- I can use tools such as hand lens, magnifying lenses, metric rulers and scales to question, explore and investigate the physical appearance of living things.

Physical Science

- I can explain that volume is a measure of the amount of space an object takes up.
- I can measure volumes of liquids in metric units to the nearest whole number with a beaker or graduated cylinder.
- I can explain that weight is a measure of gravity (how strongly Earth’s gravity pulls the object toward Earth).

- I can measure weight using a scale.
- I recognize that for any given location, the more matter there is in an object, the greater the weight.
- I can investigate and experiment with different methods of measuring weight and liquid volume.
- I recognize that objects are made of smaller parts, some too small to be seen even with magnification.
- I can explain that matter continues to exist, even when broken into pieces too tiny to be visible.
- I can explain that gases, liquids and solids are different states of matter that have different properties.
- I recognize that liquids and solids do not compress into a smaller volume as easily as do gases.
- I can describe how liquids and gases flow easily, but solids do not flow easily.
- I can describe how solids retain their shape and volume (unless a force is applied).
- I can explain that liquids assume the shape of the part of the container that it occupies (retaining its volume).
- I can describe how gases assume the shape and volume of its container.
- I can explain that heating may cause a solid to melt to form a liquid, or cause a liquid to boil or evaporate to form a gas.
- I can explain that cooling may change a gas into a liquid or cause a liquid to freeze and form a solid.
- I can conduct experiments or investigations that demonstrate phase changes, such as the melting or freezing of substances other than water (e.g., vinegar, vegetable oil, sugar, butter), must be used to reinforce the concept that materials other than water also go through phase changes.
- I can justify using examples that all energy has the ability to cause motion or create change (examples of energy causing motion or creating change may include a falling rock causing a crater to form on the ground, heating water causing water to change into a gas, light energy from the sun contributing to plant growth, electricity causing the blades of a fan to move, electrically charged objects causing movement in uncharged objects or other electrically charged objects, sound from a drum causing rice sitting on the drum to vibrate, and magnets causing other magnets and some metal objects to move).
- I can design and conduct an investigation to demonstrate that a magnet can cause motion in some objects.
- I can investigate that light and sound are affected by the materials through which they travel.
- I can determine that the sun provides energy for the earth in the form of heat and light.
- I can identify objects that emit heat and light.

Science Process

- I can use scientific method to solve problems/conduct experiments.

Art

Recognize visual art design in their artwork and others.

- I can identify successful characteristics that contribute to the quality of artworks.
- I can create artworks that demonstrate awareness of space and composition.

Understand art knowledge, vocabulary and skills.

- I can tell about my artworks using art vocabulary (e.g., line, shape, color, texture and composition).
- I can use details to describe the subject matter in artworks.

Express personal interpretations in their art through principle and elements of art.

- I can I can compare and contrast how art elements and principles are used in my artwork and others to express ideas.
- I can talk about the difference between technical and expressive qualities in my own artwork.

Use basic self-assessment strategies to improve their art.

- I can identify specific criteria for discussing and assessing works of art.
- I can identify successful characteristics that contribute to the quality of artworks.

Music

Key Music Vocabulary

1CE: Visually and aurally, identify the four families of orchestral instruments.

5CE:Identify elements of music using developmentally appropriate vocabulary.

4CE: Identify and respond to simple music forms.

- I can visually identify the four families of the orchestra based on their instruments.
- I can aurally identify the different families of the orchestra based on the instruments hear.
- I can identify simple music forms.
- I can move and perform simple music forms.
- I can identify elements of music using developmentally appropriate vocabulary.

Singing Voice and Pitch Patterns

1PR: Sing a varied repertoire with accurate rhythm and pitch individually and with others.

3PR: Use the head voice to produce a light, clear sound while maintaining appropriate posture.

6PR: Improvise and compose simple rhythmic and melodic phrases.

8PR: Read, write and perform extended pentatonic melodies on the treble staff.

- I can sing songs with a head voice.
- I can sing songs matching pitch.
- I can sing song with the correct rhythm and beat.
- I can sing using appropriate posture.
- I can compose melodic patterns using extended pentatonic notes.
- I can improvise melodic patterns on the correct pitch, using my head voice.
- I can read pitch patterns using extended pentatonic notes and the treble staff.
- I can write pitch patterns using extended pentatonic notes in various locations on the treble staff.
- I can perform pitch patterns using extended pentatonic notes.

Playing Classroom Instruments

4PR: Play a variety of classroom instruments with proper technique.

- I can play a variety of classroom instruments.
- I can demonstrate proper technique

Steady Beat, Rhythm, and Meter

6PR: Improvise and compose simple rhythmic and melodic phrases.

7PR: Read, write and perform using eighth notes, quarter notes, half notes, quarter rests, sixteenth notes.

- I can read various note values.
- I can compose rhythmic patterns using various note values, in the correct meter.
- I can perform rhythmic patterns to the steady beat, using various note values.
- I can improvise rhythmic patterns to the steady beat, in the correct meter.

Physical Education

Demonstrates competency in a variety of motor skills and movement patterns.

- 1.1 I can throw, catch, skip, volley, and strike.
- 1.2 I can follow offensive and defensive strategies.
- 1.3 I can perform several locomotor, non locomotor, and manipulative skills while maintaining control.
- 1.4 I can identify principles of movement.
- 1.5 I can dribble a basketball or soccer ball by myself.
- 1.6 I can dribble a basketball or soccer ball with others.
- 1.7 I can dance to the beat of the music.

Demonstrates and understands the principles, components and practices of health-related physical fitness.

- 2.1 I can describe the function of the heart.
- 2.2 I can describe the function of the muscular system.
- 2.3 I can describe the function of the skeletal system.
- 2.4 I can jump in a short rope many different ways.

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- 3.1 I can participate regularly to sustain or improve my fitness.
- 3.2 I can check my heart rate by checking my pulse in several locations.
- 3.3 I can set realistic personal fitness goals.
- 3.4 I can name and perform exercises and activities for health components of fitness.

Exhibits responsible, personal and social behavior that respects self and others.

- 4.1 I can work by myself until the task is completed.
- 4.2 I can be on-task during group activities without reminders.
- 4.3 I can move safely in the playing area.
- 4.4 I can accept responsibility for my own actions in group physical activities by following directions and procedures.