

SOCIAL STUDIES

- © I CAN read and understand maps.
- © I CAN use note taking strategies.



(These “I Can” targets are completed in partnership with the library curriculum.)

- © I CAN explain what scale on a map is.
- © I CAN explain what locator is.
- © I CAN explain what a map key is.
- © I CAN explain what the map title is.
- © I CAN explain what a compass rose is.
- © I CAN explain what a direction indicator is.
- © I CAN explain what symbols on a map are.
- © I CAN locate the Prime Meridian.
- © I CAN locate and explain what lines of latitude and longitude are.
- © I CAN name and locate all four hemispheres.
- © I CAN name the cardinal and intermediate directions.
- © I CAN name the continents.
- © I CAN name the oceans.
- © I CAN locate the North and South Poles.
- © I CAN name different types of maps.



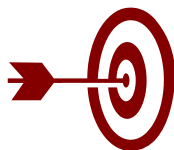
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SCIENCE

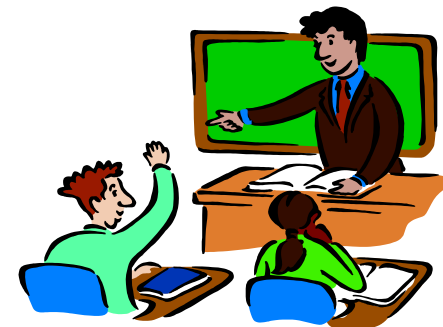
- © I CAN make up questions about objects, organisms, or events that can be answered through scientific investigations.
- © I CAN make predictions based on observations.
- © I CAN identify tools or instruments to help me conduct scientific investigations.
- © I CAN identify what models show me.



Research tells us that when students know the expectations, they are more likely to achieve those goals.



GRADE 3 TRIMESTER 1 STANDARDS-BASED REPORT CARD “I CAN” STATEMENTS



“I CAN” statements have been developed by teachers throughout the District to help students and parents understand which strategies and skills are taught and assessed at the end of each report card period. You may also refer to these “I Can” statements as the grade level targets (©). Each of the “I Can” statements, or targets, correlates to descriptors found on your child’s report card. To help you understand our standards-based report card and grade level targets, this brochure lists the cluster of the standards, the report card descriptor, and the “I Can” statements that correspond with the standards instructed each marking period. You will receive new targets for each marking period. If you have any questions about the “I Can” statements, please contact your child’s teacher.

THIRD GRADE—TRIMESTER 1 “I CAN” STATEMENTS

MATHEMATICS

- Ⓢ I CAN understand place value to 1,000.
- Ⓢ I CAN fluently add and subtract within 1,000.
- Ⓢ I CAN develop an understanding of multiplication and division.
- Ⓢ I CAN fluently multiply and divide within 100.
- Ⓢ I CAN measure, estimate and solve problems using length, volume and mass.



READING—Foundational Skills Phonics and Word Recognition

- Ⓢ I CAN identify and know meanings of common prefixes and suffixes.
- Ⓢ I CAN decode words with common Latin suffixes.
- Ⓢ I CAN identify and read multi-syllable words.
- Ⓢ I CAN read third grade irregularly spelled words.

READING—Reading Independently

- Ⓢ I CAN read third grade text with purpose and understanding.
- Ⓢ I CAN read third grade texts fluently.
- Ⓢ I CAN read third grade texts accurately.
- Ⓢ I CAN understand what I read by self-correcting and rereading as necessary.
- Ⓢ I CAN retell important information about the texts I read.

READING—Comprehension

- Ⓢ I CAN ask and answer questions, using the text for support, to show my understanding.
- Ⓢ I CAN explain what an informational text is mostly about.
- Ⓢ I CAN identify and describe the main character in a literary text.
- Ⓢ I CAN use strategies to determine literal (it says what it means) and non-literal (what it says is not what it means) language.
- Ⓢ I CAN determine the meaning of words and phrases I don't know as they are used in text.

WRITING

Text Types and Purposes

- Ⓢ I CAN write a narrative about one event or a short sequence of events.
- Ⓢ I CAN begin my writing with a hook or introduction.
- Ⓢ I CAN organize events in an order that makes sense.
- Ⓢ I CAN use sensory details in my writing.
- Ⓢ I CAN use transition words to show order in my writing.
- Ⓢ I CAN write a strong closing sentence.



Production and Distribution of Writing

- Ⓢ I CAN confer with an adult to support my writing.
- Ⓢ I CAN write with a purpose.
- Ⓢ I CAN use the writing process, with support from peers and adults, to plan, revise, and edit my writing.
- Ⓢ I CAN use technology to produce and publish writing.
- Ⓢ I CAN collaborate with others on a piece of writing using technology.
- Ⓢ I CAN present an edited piece of writing with the use of technology.

Conventions of Standard English

- Ⓢ I CAN explain the use of nouns, pronouns, verbs, adjectives, and adverbs.
- Ⓢ I CAN use regular and irregular plural nouns.
- Ⓢ I CAN use abstract nouns (e.g., childhood).
- Ⓢ I CAN capitalize appropriate words in titles.
- Ⓢ I CAN spell words that have suffixes added to base words correctly.
- Ⓢ I CAN use spelling patterns to spell words correctly.
- Ⓢ I CAN use resources to check and correct my spelling.

Vocabulary Acquisition and Use

- Ⓢ I CAN use what the sentence says to help me to determine what a word or phrase means (context clues).
- Ⓢ I CAN use resource materials (glossaries and dictionaries) to help me determine the meaning of key words and phrases.
- Ⓢ I CAN identify connections between descriptive words.
- Ⓢ I CAN use transition words and phrases.
- Ⓢ I CAN accurately use third-grade academic vocabulary to express my ideas.

