

SOCIAL STUDIES (Content)

- ⊙ I CAN identify the absolute and relative location of North America, South America, and Antarctica.
- ⊙ I CAN identify and describe landforms in North America, South America, and Antarctica.
- ⊙ I CAN identify glaciers, oceans, seas, gulfs, rivers, lakes, and waterfalls of North America, South America, and Antarctica.
- ⊙ I CAN describe the human features of North America, South America, and Antarctica such as: buildings, roads, cities, and bridges.
- ⊙ I CAN name and explain ways people have affected the physical environment of North America, South America, and Antarctica.
- ⊙ I CAN explain the positive and negative consequences of people affecting their environment in North America, South America, and Antarctica .
- ⊙ I CAN describe the physical features of North America, South America, and Antarctica, and how they affect the movement of people there.
- ⊙ I CAN identify the absolute and relative location of Europe and Asia.
- ⊙ I CAN identify major mountains, valleys, canyons, peninsulas, islands, and rain forests of Europe and Asia.
- ⊙ I CAN identify glaciers, oceans, seas, gulfs, rivers, lakes, and waterfalls of Europe and Asia.
- ⊙ I CAN describe the landforms of Europe and Asia.
- ⊙ I CAN describe the human features of Europe and Asia such as its buildings, roads, cities, and bridges.
- ⊙ I CAN name and explain ways people have affected the physical environment of Europe and Asia.
- ⊙ I CAN explain the positive and negative consequences of people affecting their environment in Europe and Asia.
- ⊙ I CAN describe some of the physical features of Europe and Asia, and how they affect the movement of people there.

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SOCIAL STUDIES (Inquiry and Research)

- ⊙ I can create a works cited page for print and online encyclopedia articles.
- ⊙ I can identify a purpose for using the online catalog.
- ⊙ I can search an online catalog.
- ⊙ I can search in an atlas, nonfiction book, and encyclopedia.
- ⊙ I can locate a website address.
- ⊙ I can read a website and locate information.
(These "I Can" targets are completed in partnership with the library curriculum.)

SCIENCE

- ⊙ I CAN make up questions about objects 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 observe and describe how magnets interact with other materials.
- ⊙ I CAN identify materials that are conductors.
- ⊙ I CAN identify materials that are insulators.
- ⊙ I CAN construct simple open, closed, parallel, and series circuits.
- ⊙ I CAN observe and explore properties of water in liquid, solid, and gaseous states.
- ⊙ I CAN observe the expansion and contraction of water as it warms and cools.
- ⊙ I CAN investigate factors that influence evaporation and condensation of water.
- ⊙ I CAN describe the components of the water cycle.
- ⊙ I CAN observe and compare how water moves through different types of earth materials, including soil and gravel.
- ⊙ I CAN learn about the water quality of local water sources.
- ⊙ I CAN investigate how water can be used to do work.
- ⊙ I CAN record my observations in writing and pictures.
- ⊙ I CAN explain the importance of water in my life.
- ⊙ I CAN use the scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.



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

GRADE 3 SECOND TRIMESTER 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. The "I Can" statements also correspond with the standards instructed each marking period. If you have any questions about the "I Can" statements, please contact your child's teacher.



THIRD GRADE—SECOND TRIMESTER “I CAN” STATEMENTS

MATHEMATICS

- Ⓞ I CAN fluently multiply and divide within 100.
- Ⓞ I CAN use math vocabulary to explain the relationship of the unknown to the overall problem.
- Ⓞ I CAN give general explanation of how the relationships between multiplication and division can be used to solve a problem.
- Ⓞ I CAN represent the unknown in multiplication and division problems with a symbol.
- Ⓞ I CAN identify fractions as equal parts of a whole or a fair share of a group.
- Ⓞ I CAN accurately labeling shaded/non shaded parts of a whole or a share of a group.
- Ⓞ I CAN use pictures and numbers to represent fractions.
- Ⓞ I CAN represent fractions on a number line.
- Ⓞ I CAN understand equivalent fractions as fractions of the same size or the same point on a number line.
- Ⓞ I CAN find simple equivalent fractions using models or visuals.
- Ⓞ I CAN compare fractions with the same denominator.
- Ⓞ I CAN calculate the area of a shape using tiles, drawing an image, or multiplying the side lengths of a rectangle.

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 identify the central message, moral or lesson of a text provide details from text that support the central message, lesson or moral.
- Ⓞ I CAN identify the main idea of a text and provide details from text that support the main idea.
- Ⓞ I CAN describe a character’s traits, feelings and motivation.
- Ⓞ I CAN use evidence from text to support thinking.
- Ⓞ I CAN uses illustrations (fiction) and text features (nonfiction) to find information.

WRITING

Text Types and Purposes

- Ⓞ I CAN write an opinion piece appropriate to grade level standard
- Ⓞ I CAN begin my writing by introducing the topic or book I am writing about.
- Ⓞ I CAN state a clear opinion about topic.
- Ⓞ I CAN supply multiple reasons that support my opinion.
- Ⓞ I CAN use linking words to connect opinion and reasons.
- Ⓞ I CAN provide a concluding statement or section.
- Ⓞ I CAN organize ideas into paragraphs.

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.