

SOCIAL STUDIES (Concepts)

- ⊙ 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.
- ⊙ I CAN identify the absolute and relative location of Africa and Australia.
- ⊙ I CAN identify major mountains, valleys, islands, rain forests, plans, plateaus and deserts of Africa and Australia.
- ⊙ I CAN identify glaciers, oceans, seas, gulfs, rivers, lakes, reefs and waterfalls of Africa and Australia
- ⊙ I CAN describe the landforms of Africa and Australia
- ⊙ I CAN describe the human features of Africa and Australia such as its buildings, roads, cities, and bridges.
- ⊙ I CAN name and explain ways people have affected the physical environment of Africa and Australia.
- ⊙ I CAN explain the positive and negative consequences of people affecting their environment in Africa and Australia.
- ⊙ I CAN describe some of the physical features of Africa and Australia and how they affect the movement of people there.

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

Boyertown Area School District

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SOCIAL STUDIES (Inquiry and Research)

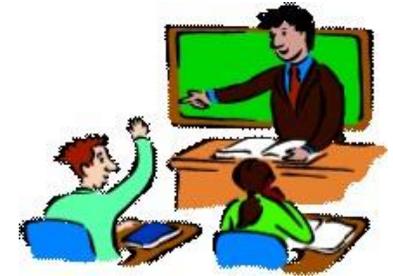
- ⊙ I can create a works cited page for print and online encyclopedia articles.
 - ⊙ I can identify a purpose for using the online catalog.
 - ⊙ I can search an online catalog.
- These "I Can" targets are completed in partnership with the library curriculum.*

SCIENCE

- ⊙ 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.
- ⊙ I CAN gain experience with organisms, both plants and animals.
- ⊙ I CAN observe and compare properties of seeds and fruits.
- ⊙ I CAN investigate the effects of water on seeds.
- ⊙ I CAN observe, describe, and record properties of germinated seeds.
- ⊙ I CAN compare different kinds of germinated seeds.
- ⊙ I CAN grow plants hydroponically.
- ⊙ I CAN observe the life cycle of a bean plant.
- ⊙ I CAN observe and record crayfish behavior.
- ⊙ I CAN observe and record Bess beetle behavior.
- ⊙ I CAN organize data about crayfish territorial behavior.
- ⊙ I CAN develop responsibility for the care of organisms.
- ⊙ I CAN use the scientific thinking processes to conduct investigations and build explanations: observing, communicating, comparing, and organizing.



GRADE 3 THIRD 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—THIRD TRIMESTER “I CAN” STATEMENTS

MATHEMATICS

- ⊙ I CAN fluently multiply and divide within 100.
- ⊙ I CAN measure lengths to the nearest $\frac{1}{4}$ inch.
- ⊙ I CAN accurately solve problems involving measurements.
- ⊙ I CAN find the perimeter of a polygon by adding together the side lengths of the shape.
- ⊙ I CAN find the missing side length of a polygon before calculating the perimeter.
- ⊙ I CAN sort polygons into categories according to attributes.
- ⊙ I CAN define, identify and draw quadrilaterals.
- ⊙ I CAN count a collection of bills and coins less than \$5.00,
- ⊙ I CAN compare total values of combinations of coins less than \$5.00,
- ⊙ I CAN make change for an amount up to \$5.00 with no more than \$2.00 change given.
- ⊙ I CAN tell time to the minute.
- ⊙ I CAN use visual representation to calculate elapsed time within 60 minutes.
- ⊙ I CAN solve word problems involving all four operations.
- ⊙ I CAN create a scaled graph.
- ⊙ I CAN create line plot.
- ⊙ I CAN use information from graph to answer questions and solve problems.

READING—Foundational Skills Phonics and Word Recognition

- ⊙ I CAN identify and know meanings of common prefixes and 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 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 it.
- ⊙ I CAN explain how the details support the central message, lesson or moral.
- ⊙ I CAN identify the main idea of a text and provide details from text that support it.
- ⊙ I CAN explain how the details support the main idea.
- ⊙ I CAN provide a detailed description of a character that includes character traits and explains how the characters actions impact the story.
- ⊙ I CAN identify and explain meaning of figurative language in text
- ⊙ I CAN identify important events and describe relationships such as cause and effect, sequence, problem/solution most of the time.
- ⊙ I CAN identify the character’s point of view.
- ⊙ I CAN identify the author’s point of view.
- ⊙ I CAN show I understand that readers may have a point of view different from a character and/or an author.
- ⊙ I CAN use illustrations and text features to find information.
- ⊙ I CAN explain how illustration or text feature helped me better understand the text.
- ⊙ I CAN describe how two texts written by the same author or on the same topic are alike and different.

WRITING

Text Types and Purposes

- ⊙ I CAN write an informative piece appropriate to grade level standard
- ⊙ I CAN begin my writing by introducing the topic or book I am writing about.
- ⊙ I CAN include facts and details that tell more about the topic
- ⊙ 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 use the writing process, with support from peers and adults, to plan, revise, and edit my writing.

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.