

3rd Grade Quarter 2 Report Card Details

Along with previously introduced standards, this quarter we will focus on:

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Phonics and Word Recognition** - decoding skills & sight word recognition
- **Fluency** - read Level O text with accuracy, appropriate rate and expression

Reading Literature

- **Craft and Structure** - identify story structure describing the beginning, middle & end; determine meaning from literal and non-literal language; understands parts of a story (chapter, scene, and stanza) ; distinguish point of view from that of narrator or characters

Reading Informational

- **Craft and Structure** - identify & use text features(captions, labels, photographs, etc.) and search tools (key words, side bars, hyperlinks); determine the meaning of unknown words/phrases

Writing

- **Text Types and Purposes** -Informative/Explanatory-introduce a topic, develop relevant details, and provide closure
- **Production and Distribution of Writing** - With guidance and support, students are able to take a writing piece through the writing process, including planning, drafting, revising, editing & publishing, use technology to produce writing
- **Research to Build and Present Knowledge**- take notes, sort information into categories, use variety of resources (encyclopedia, internet, books, etc.)
- **Cursive writing**

Language

- **Conventions of Standard English** - use verbs(regular/irregular and verb tense); use conjunctions; distinguish between simple, compound, and complex sentences and **apply** in writing (subject-verb and pronoun-antecedent agreement); use legible handwriting; use capital letters, ending punctuation, and commas-address and dialogue; **apply** spelling rules
- **Vocabulary Acquisition and Use** - use context clues to determine meaning of words/phrases; compound words; make connections with relevant word meanings; synonyms/antonyms

Speaking and Listening

- **Comprehension and Collaboration** - participate in collaborate discussions in a variety of settings/groupings (i.e. partners, small groups, whole class); build on others' ideas; seek clarification when needed; recount key ideas & details from information presented orally
- **Presentation of Knowledge and Ideas** - speak clearly & audibly using complete & coherent sentences with correct subject/verb agreement; report on topic or text

MATHEMATICS

Operations and Algebraic Thinking

- Multiply and divide within 100, using strategies such as the relationship between multiplication and division

Number and Operations in Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100. This extends beyond an algorithm or procedure for rounding. The expectation is that students have a deep understanding of place value & number sense and can explain/reason about their answers.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition & subtraction

Measurement and Data

- Represent and interpret data - draw bar graphs and picture graphs; solve problems using information presented in a bar graph
- Relate area to the operations of multiplication and addition - find the area of rectangles by "splitting" them into smaller rectangles and prove that the total area is equal to the sum of the areas of the smaller parts.

Standards for Mathematical Practice

Students are given multiple opportunities to acquire and use skills that support the development of critical thinking and application in math. These "process skills" are taught within all of the above math standards. Your child will be developing the following "process skills" throughout the year:

persevering in problem solving; communicating thinking and abstract reasoning; justifying answers; using tools, patterns, and objects to model and solve problems appropriately

The following assessment methods may be utilized to determine your child's progress toward mastery of the second quarter standards:

- ✓ common written assessments (formative and summative)
- ✓ student performance and participation during class activities and discussions
- ✓ performance tasks
- ✓ teacher observation (whole group and small group)
- ✓ one-on-one assessments (teacher and student)
- ✓ class work, projects, and writing samples

Students who *consistently* demonstrate *mastery* of standards through regular classroom instruction and assessment will receive a score of "3" (meets standard). Students who consistently demonstrate mastery *and independently* demonstrate the ability to *exceed* the standard may receive a score of 4 in a given area