

3rd Grade Quarter 3 Report Card Details

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

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Phonics and Word Recognition** - use decoding skills and recognize sight words
- **Fluency** - read Level P text with accuracy, appropriate rate and expression

Reading Literature

- **Integration of Knowledge and Ideas** - interpret information in illustrations; make connections; compare/contrast theme, plot, and setting

Reading Informational

- **Integration of Knowledge and Ideas** - interpret information in illustrations; make connections; compare/contrast the most important points and key details

Writing

- **Text Types and Purposes** - continue narrative and informative writing started in previous quarters; introduce opinion writing with a clear focus, supporting details, and a sense of closure
- **Production and Distribution of Writing** - with guidance and support, take a writing piece through the writing process, including planning, drafting, revising, editing and publishing

Language

- **Conventions of Standard English** - use collective nouns and irregular past tense verbs; distinguish between complete/incomplete sentences and **apply** in writing; use legible handwriting; use capital letters and ending punctuation; **apply** spelling rules
- **Vocabulary Acquisition and Use** - use context clues to determine meaning of words/phrases; compound words; make connections with relevant word meanings; recognize word relationships (synonyms/antonyms)

Speaking and Listening

- **Comprehension and Collaboration** - participate in collaborative 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 and details from information presented orally
- **Presentation of Knowledge and Ideas** - Report on topics or texts, tell stories, & recount experiences with facts & details; speak **clearly** and **audibly** using complete and coherent sentences with correct subject/verb agreement

MATHEMATICS

Operations and Algebraic Thinking

- Solve two-step word problems using the four operations. (addition, subtraction, multiplication, division)

Number and Operations in Base Ten

- Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations. (ex: 6×70)

Number and Operations: Fractions

- Understand a unit fraction as 1 part of a whole that is divided into equal parts.
- Understand a fraction as a number on the number line. Identify the location of a point on a number line that has been partitioned into halves, thirds, fourths, sixths, or eighths. This includes fractions greater than 1 (ex: $5/4$, $8/3$).
- Explain equivalence of fractions in special cases; compare fractions by reasoning about their size. Identify equivalent fractions using models (area models and number lines) and explain equivalence of two fractions (given that the whole units are equal in size). Given two fractions with either a common denominator or a common numerator, reason about their relative size. (ex: Which is greater - $2/3$ or $2/5$? Which is less - $5/8$ or $7/8$?)

Measurement and Data

- Tell and write time to the minute. Measure elapsed time. (Example, Tonya wakes up at 6:45am. It takes her 5 minutes to shower, 15 minutes to get dressed, and 15 minutes to eat breakfast. What time will she be ready for school?)
- Measure and estimate liquid volumes and masses of objects using grams, kilograms, and liters.
- Generate and collect data by measuring lengths using rulers marked with halves and fourths of an inch and represent the data on a line plot.

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 third 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 end-of-year standard may receive a score of 4 in a given area.