3rd Grade Quarter 4 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; identify and know meaning of common prefixes and suffixes
- **Fluency** – reading Level Q text with accuracy, appropriate rate and expression

Reading Literature

- Range of Reading and Level of Text Complexity - by year's end read and comprehend various types of literature

Reading Informational

- Range of Reading and Level of Text Complexity - by year's end read and comprehend various types of informational texts

Writing

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (single sitting) for different purposes (Opinion, Narrative, and Informative)

Language

- **Conventions of Standard English** – apply correct usage of grammar skills, use legible handwriting and spelling rules within writing
- **Knowledge of Language** – choose words and phrases for effect; recognize and observe differences between the conventions of spoken and written standard English
- **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 & details from information presented orally
- **Presentation of Knowledge and Ideas** – speak **clearly** & **audibly** using complete & coherent sentences with correct subject/verb agreement

MATHEMATICS

Measurement and Data

- **Solve real world and mathematical problems involving perimeters of polygons** – ex: *The perimeter of rectangle A is 12 feet. The perimeter of rectangle B is 18 feet. Both rectangles have the same area. Find the area and dimension of each rectangle.*

Geometry

- **Understand that shapes in different categories may share attributes** – ex: Rhombuses and squares are both examples of parallelograms. A rhombus must have 4 equal side lengths and the opposite sides are parallel; therefore, all squares are rhombuses.

- **Partition shapes into parts with equal areas** – partition shapes into parts with equal areas in several different ways and express the area of each part as a unit fraction of the whole shape (e.g., split a shape into 6 equal parts and call each part 1/6 of the shape)

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 fourth 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.