

MANSFIELD PUBLIC SCHOOLS

Progress Report

Grade Three - March

Reading to Understand

At this time of year students apply learned skills and strategies to read different texts for different purposes. As they develop their decoding proficiency, they recognize and use a variety of phonetic patterns and phonetic irregularities to read words. They understand how to decode words that contain r-controlled vowels; the sounds of au, aw, ow; and soft g and hard/soft c. They can break words into syllables; read and determine the meaning of words with prefixes and suffixes (re-, un-, dis-, non-, y, -ly, -er, -est, -ful); and decode multi-syllabic words. As students read a variety of grade level text with accuracy and expression they attend to intonation as determined by punctuation; adjust reading rate to match text difficulty; and recognize automatically many common regular and irregular words. Students continue to use new vocabulary in reading and speaking by using new words from informational/expository text and literary/narrative text. They analyze the meaning of words and phrases in context (in all content areas); use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify, and/or expand word meanings; and explain common homophones. In order to understand the text, students can select the correct word for the passage from multiple choices. Students use a variety of skills and strategies to comprehend grade level fictional and informational text. They monitor meaning (and correct misunderstandings), verbally describe the mental imagery that occurs while reading and recognize and understand the use of pronoun referents in text. Appropriate strategies are used before, during, and after reading; to above-grade level stories read aloud by the teacher; and to own reading at the instructional level. Students are expected to summarize the events in a narrative text and the information in an expository text by citing text-based evidence. They can identify and explain different text structures (sequence, main idea/details compare/contrast) and identify and use text features such as glossary or index to locate information in text. Students can use a variety of graphic organizers and graphic information to interpret, analyze and evaluate text in order to extend meaning and appreciation. Students discuss, make connections to text, and write responses using relevant information from a text. They identify and discuss elements of author's craft, including figurative language such as similes, alliteration, and onomatopoeia, and explain how an author's word choice contributes to the text's meaning. An awareness of text features (table of contents, chapter headings, titles) helps students understand text.

Writing to Communicate

Students continue to focus on writing narrative pieces that are organized, elaborated, and fluent. They organize ideas into logical chunks of information and use transitions to connect events. Students elaborate by choosing words appropriate to the characters, setting, and events. The fluency of the piece is enhanced by varying sentence structures and length, and by using appropriate time order words and transitional phrases. The vocabulary used in each written piece is appropriate to the intended audience. Students are expected to apply spelling skills to all written work and to correctly spell assigned words. Students use their knowledge of editing and revising skills to correct capitalization, punctuation, grammar, sentence structure, and spelling. The correct use of capital letters at the beginning of the names of people, places, groups, months, days, and holidays is expected. Students are expected to use periods; question marks; commas after the closing in a letter or in a series; and commas in a date. They check for correct use of plurals, tenses, sentence fragments and run-ons; the correct use of comparatives and superlatives and to/two/too. Manuscript and cursive penmanship should be legible; letters should be formed correctly with consistent size/proportion, spacing, and uniform slant.

Mathematics

Number sense continues to grow as students work on place value concepts to compose and decompose numbers into the thousands and ordering and comparing 2- and 3- digit numbers. Estimation strategies are practiced and students refine their skills to begin to recognize when an estimate is more appropriate than the actual answer. Basic facts (addition & subtraction facts to 20) should be automatic by now (correct response within 3 seconds) and multiplication facts and strategies should be the focus as mastery is expected by June. The focus of computation this marking period included adding and subtracting 2- and 3-digit numbers. As a result of the geometry unit students can identify, describe, and classify a variety of 2- and 3-dimensional shapes based on different properties and attributes. Students can identify and illustrate polygons that slide, flip, and turn. Students practice reading both Fahrenheit and Celsius thermometers. Besides reading the time to the minute, students learn to determine elapsed time in hours and minutes. Patterning work includes describing, extending, and making generalizations about numeric and geometric patterns. Students continue to collect data, record the data on graphs or tables, and make predictions, draw conclusions, and make inferences based on the data. The focus on written representations in problem solving continues. Their work should clearly communicate their mathematical thinking using words, numbers, and/or pictures.