

MANSFIELD PUBLIC SCHOOLS

Progress Report

Grade 3 - November

Reading to Understand

Learning to apply reading strategies to read a wide range of texts is a focus for grade 3 students. During this marking period, they have been working on a variety of decoding, fluency, vocabulary, and comprehension skills and strategies. When decoding, they are expected to recognize and apply knowledge of: phonetic patterns and irregularities in words, short vowel sounds, and long vowel sounds for a and i. Students are expected to use their decoding skills in order to apply syllabication rules to compound words and words spelled with double consonants; decode words with -e and -ing endings; and apply rules when making plural nouns (-s, y to ies, -es, ch, sh, x). The ability to identify and use contractions correctly and use knowledge of taught base words to decode words is an expectation. Students apply these skills when reading in context and monitor and self-correct for accuracy. Fluency continues to develop in grade 3. Students should now have the ability to read all of the basic sight words taught in previous grades with automaticity. Reading accuracy has increased as word repetitions, errors and self-corrections decrease. Students should read at an appropriate rate and show expression with appropriate intonation and phrasing. Students continue to increase their oral language skills by incorporating and recognizing new vocabulary in reading and speaking; by inferring word meaning from context and by using context clues to identify and use words correctly; and understand many words have multiple meanings. At this time, they can use a variety of words in written and oral expression; explain antonyms and synonyms; use nouns and verbs correctly; infer word meanings from taught roots; and use prefixes and suffixes in order to comprehend text. Student monitor comprehension and correct misunderstandings by using appropriate strategies before, during and after reading. They interpret, analyze, and evaluate text in order to extend meaning and appreciation. Students respond to text in writing and orally to indicate understanding. Study skills such as using text features, organizing information and using various reference materials are stressed.

Writing to Communicate

During the first marking period, students learn to write for different purposes. They are writing pieces that are organized, elaborated, and fluent. The vocabulary used is appropriate to the intended audience. Narrative writing is a major focus at this time. Students are expected to apply spelling skills to all written work and correctly spell assigned words. Knowledge of editing and revising skills to improve own writing or to select corrections for another author's work is an expectation. Students are expected to recognize and apply correct capitalization, punctuation, grammar, sentence structure, and spelling. Reviewing written work in order to revise is expected at this time of year. They are also should be able to identify and use words appropriate to the text, and use a variety of sentence types and structures when writing and/or revising. Manuscript penmanship should be legible. To ensure legibility, letters should be formed correctly with consistent spacing, form, and size/proportion.

Mathematics

Grade 3 students are continuing to build number sense as they count by 2's, 3's, 4's, 5's, and 10's; decomposing and composing numbers; writing numbers in expanded notation; knowing addition and subtraction facts to 20 with automaticity; understanding odd and even numbers; and are able to count money amounts to \$3.00. In the geometry and measurement strand, students tell time to 5 minutes with accuracy; choose appropriate tools and units for measurement; measure the length of objects with precision; and make reasonable estimates about items they have measured. Work with patterning continues with the focus on describing, extending, and making generalizations about growing patterns. Students are learning to determine one quantity when the relationship is understood: (i.e., If a frog eats 5 insects per day, how many insects will it eat in 6 days? 10 days? Any number of days?) Data analysis occurs when students organize, represent, predict, infer, and make generalizations about data on charts they have created. They are making predictions about the probability of something occurring based on outcomes using a spinner. Written communication is the focus of problem solving. Students clearly communicate their strategies for solving word problems.