

MANSFIELD PUBLIC SCHOOLS
June Progress Report Benchmarks
Grade 3

Reading to Understand

During this marking period, students continued to use a variety of skills and strategies while reading independently. They can apply grade-level phonics and word recognition skills when decoding words in and out of context. They use their knowledge of the most common prefixes and suffixes to decode and identify the meaning of new words. Phonetic patterns/word irregularities and strategies for syllabication are recognized and are also used to decode words. Students monitor reading and self-correct for accuracy while reading. They read grade-level text with fluency and use context to accurately read words with more than one pronunciation. They analyze the meanings of words and phrases in context (all content areas), and can define words/concepts necessary for understanding math, science, social studies, and other content areas. They can predict or infer text content by using prior knowledge about an author, topic, genre, and text features. They can identify and explain text structures (e.g., cause/effect) when reading. Students can describe a character's physical traits and infer personality traits by what they say or do in the text. They can also synthesize information from a text to generate questions to ask an author; generate points/details to include in a speech; identify the speaker (narrator) in a selection, and explain first-person point of view. They can distinguish their own point of view from that of a narrator or that of a character. Students can identify and use different text features and use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a text topic. They can select and organize information from appropriate sources for a specific purpose and use a variety of text structure/graphic organizers correctly.

Writing to Communicate

This term students continued to write for a variety of purposes, using different strategies to generate and develop ideas. They can write organized opinion pieces on topics supporting a point of view with reasons that support the stated opinion. Students can write informative/explanatory texts to examine a topic and to convey ideas and information, facts, definitions, and details. Students can write narratives about real or imagined experiences or events. The fluency of student writing is enhanced by varying sentence structures and length, and by using appropriate sequence words and transitional phrases. The vocabulary/language used in each piece should be appropriate to the topic and intended audience. Students are expected to apply spelling skills to all written work and to spell assigned/taught words correctly. They are also expected to apply previously learned editing and revising skills to all written work. Students edit drafts for complete sentences, capitalization, punctuation, and correct spelling. They revise writing for accurate vocabulary that is specific to the topic; for organization by rearranging words, phrases or sentences; and to provide supporting details and correct sequence if needed. Students also revise to fix run-on sentences and sentence fragments. With guidance and support from teachers, students use technology to produce and publish writing. Manuscript and cursive penmanship should be legible. All letters should be formed correctly with consistent size, proportion, spacing, and uniform slant.

Mathematics

Students learn that mass is the amount of matter in an object and can be measured using the units of grams and kilograms. Volume is the space that an object or substance occupies and liquid volume is measured in units of milliliters and liters using a graduated cylinder. Students' understanding of time expands to include larger units such as days, weeks, months, and years. They use multiplication to convert one measure to another. They also learn to calculate elapsed time. Fractions are introduced and students learn that a fraction is a single value. They can find fractions of a set and fractions of a whole, compare and order fractions, and find equivalent fractions. Unit fractions are fractions with the numerator of 1 and this represents the distance from 0 to the unit fraction. Students should be fluent with multiplication facts and are learning their division facts. When students understand the relationship between multiplication and division, they can use multiplication facts to solve division facts. Students' study of multiplication further reinforces students' understanding of area as they devise methods to calculate area in square units. In geometry, students develop more precise ways to describe, classify, and make generalizations about 2-dimensional shapes, particularly quadrilaterals. They form polygons and special quadrilaterals to build an understanding that shared attributes can define a larger category. Students then measure perimeters and areas of polygons.