Parents/Guardians: Keep this copy for your records
Minimum Criteria for Third Grade Promotion to Fourth Grade
at MetroWest Elementary School

Reading
The student...
• scores above level 1 in reading on the FCAT.
• demonstrates one year’s academic growth using Reading Mastery/Corrective Reading and Houghton Mifflin
  assessment tests.
• attains level 3.5 or higher in Accelerated Reader books
• scores a 60% or higher on the final assessment of Edusoft Reading.
• uses knowledge of the pronunciation of root words and other morphemes (ex., prefixes, suffixes, derivational
  endings) to decode words.
• uses knowledge of the pronunciation of complex word families (ex., -ieve, -ield) to decode words in these families.
• decodes multi-syllabic words in isolation and in context.
• uses self-correction when subsequent reading indicates an earlier misreading.
• applies letter-sound knowledge to decode unknown words quickly and accurately in context.
• adjusts reading rate based on purpose, text difficulty, form, and style.
• uses new vocabulary that is introduced and taught directly.
• listens to, reads, and discusses familiar and conceptually challenging text.
• uses context clues to determine meanings of unfamiliar words.
• categorizes key vocabulary and identifies the most important features.
• relates new vocabulary to familiar words.
• identifies “shades of meaning” in related words (ex., blaring, loud).
• uses meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar
  complex words.
• uses knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words.
• determines the correct meaning of words with multiple meanings in context.
• determines meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.
• identifies a text’s features (ex., title, subheadings, captions, illustrations), uses them to make and confirm
  predictions, and establishes a purpose for reading.
• identifies the author’s purpose (ex., to inform, entertain, or explain) in text and how an author’s perspective
  influences text.
• determines explicit ideas and information in grade-level text, including but not limited to main idea, relevant
  supporting details, strongly implied message and inference, and chronological order of events.
• identifies cause-and-effect relationships in text.
• identifies the text structure an author uses (ex., comparison/contrast, cause/effect, and sequence of events) and
  explains how it impacts meaning in text.
• identifies themes or topics across a variety of fiction and nonfiction selections.
• compares and contrasts elements, settings, characters, and problems in two texts.
• uses strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion,
  including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by
  checking other sources.
• understands the distinguishing features among the common forms of literature (ex., poetry, prose, fiction, drama).
• identifies and explains the elements of story structure, including character/character development, setting, plot,
  and problem/resolution in a variety of fiction.
• identifies and explains how language choice helps to develop mood and meaning in poetry (ex., sensory and concrete
  words as well as figurative language).
• identifies an author’s theme, and uses details from the text to explain how the author developed that theme.

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• responds to, discusses, and reflects on various literary selections (ex., poetry, prose, fiction, nonfiction), connecting text to self (personal connection), text to world (social connection), and text to text (comparison among multiple texts).
• writes a book report or review that identifies the main idea, character(s), setting, sequence of events, and problem/solution.
• identifies and explains an author’s use of descriptive, idiomatic, and figurative language (ex., personification, similes, metaphors, symbolism), and examines how it is used to describe people, feelings, and objects.
• selects a balance of age and ability appropriate fiction materials to read (ex., chapter books, fairy tales, mythology, and poetry), based on interest and teacher recommendations, to continue building a core foundation of knowledge.
• identifies and explains the purpose of text features (ex., table of contents, glossary, headings, charts, graphs, diagrams, illustrations).
• uses information from the text to answer questions related to explicitly stated main ideas or relevant details.
• organizes information to show an understanding of main ideas within a text through charting, mapping, or summarizing.
• identifies the characteristics of a variety of types of text (ex., reference, children’s newspapers, practical/functional texts).
• selects a balance of age and ability appropriate nonfiction materials to read (ex., biographies and topical areas, such as animals, science, history), based on interest and teacher recommendations, to continue building a core foundation of knowledge.

WRITING
The student...
• demonstrates knowledge and use of graphic organizers/thinking maps to organize information
• is able to write a three paragraph essay that remains focused on topic/prompt and include all writing conventions
• opens a story with at least 2 sentences and closes a story with at least two sentences with 3 details or elaboration per thought in the story

MATHEMATICS
• The student scores a 60% or higher on the final assessment of Edusoft Math.

ALGEBRA
The student...
• models multiplication and division including problems presented in context; repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.
• solves multiplication and division fact problems by using strategies that result from applying number properties.
• identifies, describes, and applies division and multiplication as inverse operations.
• represents fractions, including fractions greater than one, using area, set, and linear models.
• describes how the size of the fractional part is related to the number of equal sized pieces in the whole.
• compares and orders fractions, including fractions greater than one, using models and strategies.
• uses models to represent equivalent fractions, including fractions greater than 1, and identifies representations of equivalence.
• creates, analyzes, and represents patterns and relationships using words, variables, tables, and graphs.
• represents, computes, estimates, and solves problems using numbers through hundred thousands.
• solves non-routine problems by making a table, chart, or list and searching for patterns.

GEOMETRY
The student...
• describes, analyzes, compares, and classifies two-dimensional shapes using sides and angles - including acute, obtuse, and right angles - and connects these ideas to the definition of shapes.
• composes, decomposes, and transforms polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.
• builds, draws, and analyzes two-dimensional shapes from several orientations in order to examine and apply congruence and symmetry.
• selects appropriate units, strategies, and tools to solve problems involving perimeter.
• measures objects using fractional parts of linear units such as 1/2, 1/4, 1/8 and 1/16.
• tell time to the nearest minute and to the nearest quarter hour, and determines the amount of time elapsed.

STATISTICS
The student...
• constructs and analyzes frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.

Ideas for helping your child at home

Language Arts
• Provide experiences for writing such as daily journals, letters and notes.
• Read with your child on a daily basis from any sources (ex., books, magazines, poetry, plays and newspapers). Orally ask questions and have your child summarize what was read.
• Encourage your child to identify the author’s reason for writing a book, story or poem.

Mathematics
• Have your child time activities you do together such as cooking, playing games or reading and calculate elapsed time for each activity.
• Practice basic addition, subtraction, multiplication and division facts with your child on a daily basis by using flash cards and practice problems. Have your child answer problems by using mental math.
• When shopping with your child, give him/her an amount of money to spend and an opportunity to make decisions about what can be purchased.