

Grade

3

**Minnesota
Academic
Standards**

Language Arts



Mathematics

$$5 - 2 = \underline{\quad}$$

LANGUAGE ARTS

ORGANIZATION OF THIS DOCUMENT	2-3
FRAMEWORK FOR THE K-12 LANGUAGE ARTS STANDARDS	4-5
LANGUAGE ARTS STANDARDS	6-14
I. READING AND LITERATURE	6-9
II. WRITING	10-13
III. SPEAKING, LISTENING AND VIEWING	14

MATHEMATICS

ORGANIZATION OF THIS DOCUMENT	16-17
FRAMEWORK FOR THE K-12 MATHEMATICS STANDARDS	18-19
MATHEMATICS STANDARDS	20-27
I. MATHEMATICAL REASONING	21
II. NUMBER SENSE, COMPUTATION AND OPERATIONS	22-23
III. PATTERNS, FUNCTIONS AND ALGEBRA	24
IV. DATA ANALYSIS, STATISTICS AND PROBABILITY	25
V. SPACIAL SENSE, GEOMETRY AND MEASUREMENT	26-27

ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in Language Arts are organized by grade level into three general *strands*: 1) Reading and Literature, 2) Writing, and 3) Speaking, Listening and Viewing. One or more categories or *sub-strands* of standards are listed under each strand. For example, the Reading and Literature strand includes the sub-strands of Word Recognition, Analysis and Fluency, Vocabulary Expansion, Comprehension and Literature.

Each *standard* begins with the phrase, “The student will...” and is followed by several *benchmarks* that describe the specific knowledge or skills that students should acquire by the end of that grade level.

The strands are identified by Roman numerals (I, II, III) and the sub-strands by upper case letters (A, B, C, etc.). The standards are noted by the word “Standard” and are followed by a list of benchmarks identified by ordinal numbers (1, 2, 3, etc.). The example illustrates the relationship between a strand, sub-strand, standard and benchmarks.

Example***KINDERGARTEN***

<i>Strand</i>	I. READING AND LITERATURE The student will listen to and understand grade-appropriate English language text.
<i>Sub-strand</i>	A. Word Recognition, Analysis, and Fluency
<i>Standard</i>	<u>Standard:</u> The student will apply knowledge of the sounds of the English language (phonemic awareness) and sound-symbol relationships (phonics).
<i>Benchmarks</i>	The student will: <ol style="list-style-type: none"> 1. See, hear, say and write the basic sounds (phonemes) of the English language. 2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words. 3. Identify and name uppercase and lowercase letters of the alphabet. 4. Identify beginning consonant sounds and ending sounds in single-syllable words. 5. Identify, produce and say rhyming words in response to an oral prompt. 6. Read 10 high-frequency words.

The next page outlines the organization of the Language Arts standards for all grade levels.

GRADE 3 **FRAMEWORK FOR THE K-12**
LANGUAGE ARTS STANDARDS

GRADE LEVEL (Kindergarten, Grade 1, Grade 2, etc.)

I. READING AND LITERATURE

A. Word Recognition, Analysis, and Fluency

Standard statement

1. Benchmark
2. Benchmark, etc.

B. Vocabulary Expansion

Standard statement

1. Benchmark
2. Benchmark, etc.

C. Comprehension

Standard statement

1. Benchmark
2. Benchmark, etc.

D. Literature

Standard statement

1. Benchmark
2. Benchmark, etc.

II. WRITING

A. Types of Writing

Standard statement

1. Benchmark
2. Benchmark, etc.

B. Elements of Composition

Standard statement

1. Benchmark
2. Benchmark, etc.

C. Spelling, Grammar and Usage

Standard statement

1. Benchmark
2. Benchmark, etc.

II. WRITING (continued)

D. Research

Standard statement

1. Benchmark
2. Benchmark, etc.

E. Handwriting and Word Processing

Standard statement

1. Benchmark
2. Benchmark, etc.

III. SPEAKING, LISTENING AND VIEWING

A. Speaking and Listening

Standard statement

1. Benchmark
2. Benchmark, etc.

B. Viewing (grades K-2)

Standard statement

1. Benchmark
2. Benchmark, etc.

C. Media Literacy (grades 3-12)

Standard statement

1. Benchmark
2. Benchmark, etc.

I. READING AND LITERATURE

The student will read and understand grade-appropriate English language text.

A. Word Recognition, Analysis and Fluency

Standard: The student will apply word recognition strategies to decode unfamiliar multi-syllabic words and will read grade-appropriate text with accuracy and fluency.

The student will:

1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis.
2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression
3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.

I. READING AND LITERATURE (continued)**B. Vocabulary Expansion**

Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.

The student will:

1. Acquire, understand and use new vocabulary through explicit instruction and independent reading.
2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words.
3. Use context and word structure to determine the meaning of unfamiliar words.
4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words.
5. Use dictionaries and glossaries to understand the meaning of new words

I. READING AND LITERATURE (continued)**C. Comprehension**

Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.

The student will:

1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.
2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.
3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.
4. Retell, restate or summarize information orally, in writing, and through graphic organizers.
5. Infer and identify main idea and determine relevant details in non-fiction text.
6. Monitor comprehension and use strategies to self-correct when needed.
7. Follow three-step written directions.

I. READING AND LITERATURE (continued)**D. Literature**

Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.

The student will:

1. Read from and listen to American literature, as well as literature from other countries.
2. Identify, describe and respond to literary elements of characterization, plot, setting and theme.
3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry.
4. Compare and contrast similar works by different authors in the same genre or the same theme.
5. Compare and contrast two works by the same author.
6. Identify and determine the meanings of similes and metaphors.
7. Critically read, and examine text to determine author's purpose.
8. Respond to literature using ideas and details from the text to support reactions and make literary connections.
9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.

II. WRITING

The student will write clearly and coherently to communicate effectively for a variety of audiences and purposes.

A. Types of Writing

Standard: The student will compose various pieces of writing.

The student will:

1. Write in a variety of modes to express meaning, including:
 - a. descriptive
 - b. narrative
 - c. informative
 - d. friendly letter
 - e. poetic.

(Writing should be addressed across content areas and integrated into the curriculum.)

II. WRITING (continued)

B. Elements of Composition

Standard: The student will engage in a writing process, with attention to organization, focus and quality of ideas.

The student will:

1. Write a paragraph that includes:
 - a. an indented or block style of paragraph
 - b. a topic sentence
 - c. 3-5 supporting sentences
 - d. a concluding sentence.
2. Use composing processes, including:
 - a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus
 - b. drafting – organizing, supporting and putting ideas into sentences and paragraphs
 - c. revising – improving the quality of content, organization, sentence structure and word choice
 - d. editing – correcting errors in spelling and grammar
 - e. publishing – producing a document and sharing the writing with the audience.
3. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.

(Writing should be addressed across content areas and integrated into the curriculum.)

II. WRITING (continued)**C. Spelling, Grammar, and Usage**

Standard: The student will apply standard English conventions when writing.

(Use of standard English conventions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writing processes.)

The student will:

1. Compose complete sentences when writing.
2. Recognize and correct spelling errors when writing.
3. Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds.
4. Spell common homophones correctly.
5. Apply grammar conventions correctly in writing, including:
 - a. nouns
 - b. verbs
 - c. adjectives
 - d. pronouns.
6. Apply punctuation conventions correctly in writing, including:
 - a. periods, question marks, exclamation points
 - b. capitalization of proper nouns
 - c. abbreviations
 - d. sentence beginnings
 - e. commas in a series.

(Writing should be addressed across content areas and integrated into the curriculum.)

II. WRITING (continued)

D. Research

Standard: The student will locate and use information in reference materials.

The student will:

1. Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet.
2. Arrange words in alphabetical order.

E. Handwriting and Word Processing

Standard: The student will write legibly.

The student will:

1. Write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.
2. Begin to make the transition to cursive.
3. Begin acquiring keyboarding skills.

(Writing should be addressed across content areas and integrated into the curriculum.)

III. SPEAKING, LISTENING AND VIEWING

A. Speaking and Listening

Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.

The student will:

1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.
2. Demonstrate active listening and comprehension.
3. Follow multi-step oral directions.
4. Give oral presentations to different audiences for different purposes.
5. Organize and express ideas sequentially or according to major points
6. Perform expressive oral readings of prose, poetry or drama.

B. Media Literacy

Standard: The student will critically analyze information found in electronic and print media, and will use a variety of these sources to learn about a topic and represent ideas.

The student will:

1. Read print and view pictures and video images and identify differences in how information is presented in print and non-print materials.
2. Use, print, pictures, audio and video to express ideas and knowledge gleaned from the sources.

GRADE 3 ORGANIZATION OF THIS DOCUMENT

The Minnesota Academic Standards in Mathematics are organized by grade level into five general *strands*: 1) Mathematical Reasoning, 2) Number Sense, Computation, and Operations, 3) Patterns, Functions, and Algebra, 4) Data Analysis, Statistics, and Probability, and 5) Spatial Sense, Geometry, and Measurement. Two or more categories, or *sub-strands* of standards, are listed under four of the five strands. For example, the Patterns, Functions, and Algebra strand includes the sub-strands of Patterns, Functions, and Algebra (Algebraic Thinking).

The strands are identified by Roman numerals (I, II, III, IV, V) and the sub-strands by upper case letters (A, B, C, etc.). Each sub-strand is clarified with a standard statement. The benchmarks are identified by ordinal numbers (1, 2, 3, etc.). The example illustrates the relationship between a strand, sub-strand, standard, and benchmark.

This document is grounded in the belief that all students should learn important mathematical concepts, skills, and relationships with understanding. The five strands presented here describe a connected body of mathematical knowledge. The standards are placed at the grade level where mastery is expected. Mastery of these standards will require preliminary work at earlier grades.

Example

<i>KINDERGARTEN</i>	
<i>Strand</i>	I. PATTERNS, FUNCTIONS, AND ALGEBRA
<i>Sub-strand</i>	A. Patterns and Functions
<i>Standards</i>	Standard: Sort, classify and compare objects based on their attributes. Understand simple repeating patterns.
<i>Benchmarks</i>	<ol style="list-style-type: none"> 1. Sort objects in a set by one attribute such as size, shape, color or thickness. 2. Identify an object that does not belong in a set. 3. Recognize, describe, and extend patterns involving up to three elements using objects, pictures, sounds, or movements.

The next page outlines the organization of the Mathematics standards for all grade levels.

GRADE 3 **FRAMEWORK FOR THE K-12 MATHEMATICS STANDARDS**

GRADE LEVEL (Kindergarten, Grade 1, Grade 2, etc.)

I. MATHEMATICAL REASONING

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

II. NUMBER SENSE, COMPUTATION, AND OPERATIONS

A. Number Sense

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

B. Computation and Operation

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

III. PATTERNS, FUNCTIONS, AND ALGEBRA

A. Patterns and Functions

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

B. Algebra (Algebraic Thinking)

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

IV. DATA ANALYSIS, STATISTICS, AND PROBABILITY

A. Data and Statistics

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

B. Probability

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

V. SPATIAL SENSE, GEOMETRY, AND MEASUREMENT

A. Spatial Sense

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

B. Geometry

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

C. Measurement

Standard statement

1. Benchmark statement
2. Benchmark statement, etc.

GRADE 3 MATHEMATICS

These standards and benchmarks are to be used as a source document for identifying what all students should know and be able to do to demonstrate mathematical proficiency. To determine grade level placement of specific standards and benchmarks, judgment by experienced teachers was used to determine at what grade level 80% of children would master the specific material.

The current document identifies the grade at which mastery of each concept is expected but does not identify when those concepts are introduced and reinforced. Schools must determine where in their curriculum these concepts would be introduced and reinforced so that they may be assessed at the indicated grade level.

Teachers must develop and enrich students' knowledge of mathematics beyond what is outlined in this document. It is critical for teachers to recognize the entire progression of standards and benchmarks before and after their grade level.

I. MATHEMATICAL REASONING

Standard: Apply skills of mathematical representation, communication and reasoning throughout the remaining four content strands.

Note about assessment of this standard: The Mathematical Reasoning standards will primarily be assessed within the context of the standards in the remaining four content strands. The depth of mathematical reasoning will increase as the skill level in the four other strands increases.

The student will:

1. Communicate, reason and represent situations mathematically.
2. Solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step problems into simpler parts.
3. Evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.
4. Know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.
5. Express a written problem in suitable mathematical language, solve the problem and interpret the result in the original context.
6. Support mathematical results using pictures, numbers and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.

II. NUMBER SENSE, COMPUTATION AND OPERATIONS**A. Number Sense**

Standard: Represent whole numbers in various ways to quantify information and to solve real-world and mathematical problems. Understand the concept of decimals and common fractions.

The student will:

1. Read, write with numerals, compare and order whole numbers to 9,999.
2. Represent up to 4-digit whole numbers in various ways maintaining equivalence, such as $3206 = (32 \times 100) + 6$ or $3206 = 3200 + 6$.
3. Know how fractions are related to the whole, such as four-fourths equal a whole or three fourths equal three of four equal parts of a whole.
4. Represent and write fractions with pictures, models and numbers.

II. NUMBER SENSE, COMPUTATION AND OPERATIONS (continued)

B. Computation and Operation

Standard: Compute fluently and make reasonable estimates with whole numbers in real-world and mathematical problems. Understand addition and subtraction and how they relate to one another. Understand the concepts of multiplication and division.

The student will:

1. Use addition of up to three whole number addends, containing up to four digits each in real-world and mathematical problems.
2. Use subtraction with up to three digit whole numbers in real-world and mathematical problems.
3. Use the inverse relationship of addition and subtraction to compute and check results.
4. Demonstrate mastery of basic addition facts for addends 0 through 9, without a calculator.
5. Demonstrate mastery of subtraction facts that are inverses of the basic addition facts, without a calculator.
6. Demonstrate an understanding of the multiplication facts through 10 using concrete models.
7. Use models to solve multiplication and division problems and use number sentences to record the solutions.

III. PATTERNS, FUNCTIONS AND ALGEBRA**A. Patterns and Functions**

Standard: Understand and describe patterns in numbers and shapes.

The student will:

1. Create and identify patterns in numbers and shapes and explain how to extend those patterns.

B. Algebra (Algebraic Thinking)

Standard: Add and subtract whole numbers in the correct order to solve real-world and mathematical problems.

The student will:

1. Identify a missing number or operation in a simple arithmetic equation such as $3 + _ = 7$ or $9 - _ = 2$.
2. Use the properties of addition and subtraction that involve ordering, grouping and the number 0, to do simple computations with whole numbers.

IV. DATA ANALYSIS, STATISTICS AND PROBABILITY

A. Data and Statistics

Standard: Represent and interpret data in real-world and mathematical problems.

The student will:

1. Read and interpret data from circle graphs using halves, thirds and quarters.
2. Collect data using observations or surveys and represent the data with pictographs and line plots with appropriate title and key.

B. Probability

Standard: Explore the basic concept of probability.

V. SPATIAL SENSE, GEOMETRY AND MEASUREMENT**A. Spatial Sense**

Standard: Understand the concept of reflection symmetry as applied to geometric shapes. Understand how representations of shapes are affected by various motions.

The student will:

1. Identify lines of symmetry in geometric shapes.
2. Recognize and predict the position and orientation of a shape after a single flip, slide or turn.

B. Geometry

Standard: Classify shapes by specified attributes. Identify simple shapes within complex shapes.

The student will:

1. Identify, describe and classify two-dimensional shapes according to number and length of sides and kinds of angles.
2. Identify common two- and three-dimensional shapes that are components of more complex shapes.

V. SPATIAL SENSE, GEOMETRY AND MEASUREMENT (continued)

C. Measurement

Standard: Measure and calculate length, time, weight, temperature and money using appropriate tools and units to solve real-world and mathematical problems.

The student will:

1. Select an appropriate tool and identify the appropriate unit to measure time, length, weight and temperature.
2. Find the perimeter of a polygon with whole number sides.
3. Know relationships between units of length in a system of measurement, such as 12 inches equals 1 foot or 100 centimeters equals 1 meter.
4. Tell time to the minute using digital and analog time.
5. Determine elapsed time to the minute.
6. Make change using as few coins as possible up to a dollar.



Saint Paul
PUBLIC SCHOOLS

BOARD OF EDUCATION

Al Oertwig, Chair • Toni Carter, Vice Chair
Elona Street-Stewart, Clerk • Tom Conlon, Treasurer
John Brodrick, Director • Anne Carroll, Director
Neal Thao, Director

Superintendent

Patricia A. Harvey

Chief Education Officer

Maria J. Lamb

www.spps.org
education.state.mn.us