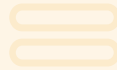


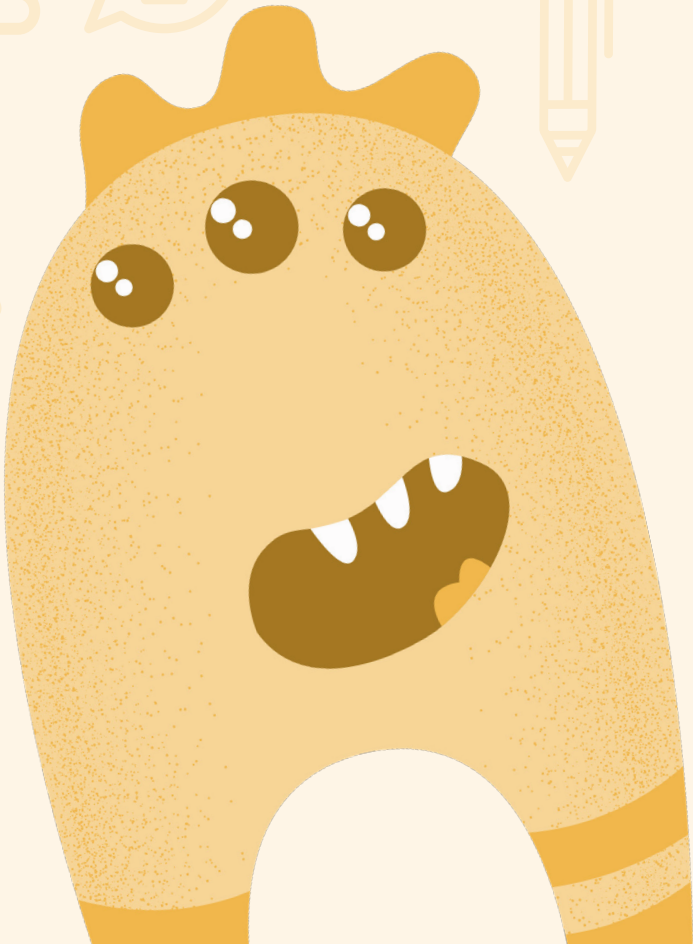
Grade 3

MINNESOTA STANDARDS FAMILY GUIDE

What Your Child Should Know
Activities & Examples of ELA & Math
Tips for Talking with Teachers



great
MN
SCHOOLS



About This Guide

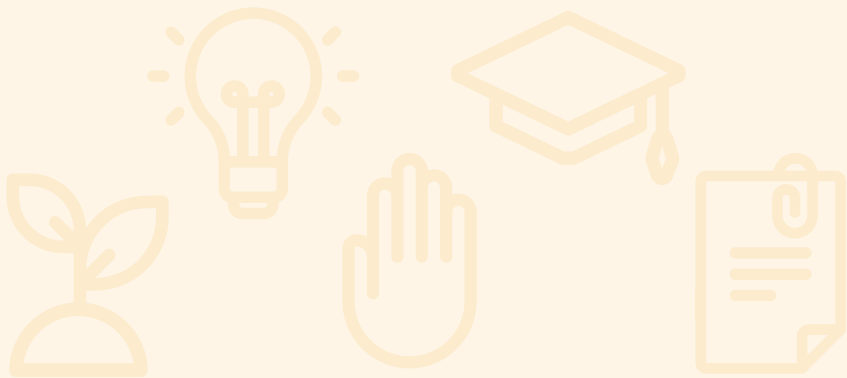
Families want to know what their child is learning in school. They are their child's first- & most important-teacher.

The Minnesota Department of Education decides what every child will learn in school in all subjects. This guide helps you understand those standards in English Language Arts (ELA) & Math. This will help you partner with your child's teachers to support learning during 3rd grade.

BEFORE YOU START

Before reviewing this guide, we encourage you to 'gut check' your student's current grade level at belearninghero.org/readiness-check-mn.





This Guide Includes



What your child should know & be able to do–

PAGE 4 FOR ELA & PAGE 9 FOR MATH

The most important content (knowledge & skills) for students to learn by the end of 3rd grade



Examples of ELA & Math–

PAGE 5 FOR ELA & PAGE 11 FOR MATH

Example work your child should be able to do by the end of 3rd grade



Everyday activities to support learning–

PAGE 7 FOR ELA & PAGE 12 FOR MATH

Ways you can support your child in learning important content & skills in English Language Arts (ELA) & Math



Tips for talking with teachers–

PAGE 8 FOR ELA & PAGE 13 FOR MATH

How you & your child's teacher can work together to help your child grow



Education words glossary–

PAGE 14

Definitions of common education words relevant to 3rd grade



English Language Arts

WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 3rd grade, class texts are becoming more complex. Students should spend most of their time reading, writing about, & talking about high-quality texts with a range of **text complexity**. Students should read independently & listen to texts read aloud. Texts should be half fiction & half nonfiction. Texts should represent diverse people, ideas, & identities, including the voice & perspective of historical & contemporary Dakota & Anishinaabe people.

To see all 3rd grade state standards for ELA see here: education.mn.gov/mde/dse/stds/ela



3rd graders should understand how to do the following well by the end of the year:

LEARNING TO READ & WRITE

- ✓ Match letters & sounds to **decode** & write out most words
- ✓ Know & use **suffixes & prefixes**
- ✓ Write complete sentences & simple paragraphs about what they are learning, with mostly correct spelling, grammar, capitalization, & punctuation, including commas & apostrophes
- ✓ Independently read grade-level texts (**Lexile** 420–820) smoothly & with expression. Students should read 80-140 words per minute & should understand what they are reading

LEARNING ABOUT THE WORLD THROUGH TEXT

- ✓ Ask & answer questions about stories & texts read independently. Retell what happened, explain & connect key ideas. Show examples from the text that supports their thinking
- ✓ Figure out the meaning of unknown words by using pictures, context, glossaries, etc. Figure out words with multiple meanings or figurative language
- ✓ Use linking words to connect ideas (such as “also,” “another,” “first,” “more,” “but”)
- ✓ Write about what happened or information learned from the text. Include a title, an introduction, well-developed examples, & a conclusion

3RD GRADE ENGLISH LANGUAGE ARTS EXAMPLES

Below is an example of a 3rd grade level text. Children should be able to read this text smoothly & clearly. Afterward, they should be able to summarize the text & answer questions about what they read.

WHAT IS LIGHT?

Did you know that the sun is the greatest source of light for our planet, Earth? But what is light? Why is it so important? Hot gasses of the sun give off both light and heat energy. Light carries energy, with the long wavelengths carrying the least and the short wavelengths carrying the most. When you think of something with lots of energy, what comes to mind? Do you think of something fast like a race car? Do you think of something with great force like a very strong wind knocking down a tree? Believe it or not, light can be many times more energetic than a car or the wind.

Light travels at 186,000 miles every second in a vacuum. At that speed, light can go around Earth more than seven times every second! No human-made machine can go that fast—not even a jet plane or rocket! One way that light travels, including light from the sun, is in the form of waves. Scientists can measure how long light waves are. Waves can be different sizes—some are long and some are short. Some light waves are visible and some are invisible. Whether you can see light or not depends on the length of the wave. The longest wavelength of visible light is seen as red and the shortest wavelength is violet. Short wavelengths carry the most energy.

The sun gives off what is called white light. Perhaps you think of the light from the sun as having no color at all. Maybe you think the light from the sun is more yellow in color. It may surprise you to know that the sun's light, white light, is made up of all the colors of the rainbow. White light includes light of different wavelengths, including all the colors we can see. Of all the wavelengths in the sun's light, there is just a little more of the yellow wavelengths than the other colors. This is why the sun looks yellow when we see it against the blue sky. Still, the light from the sun includes all of the other colors and wavelengths..

Although the sun is the greatest source of visible light, there are also other sources of light. What else in the sky provides light? The other stars in the night sky provide light, though it is not as bright as the light from the sun during the day. The moon is not a star and does not give off its own light. Can you think of other sources of light? Is there light in your classroom right now? Perhaps it is from the sun shining through the windows. Chances are good, though, that some of the light in the room may be coming from light bulbs. Like the sun, most light bulbs give off white light. Electric lights are such a part of our everyday life, we don't even think about them—unless the electricity goes off! This doesn't happen often, but sometimes it does during a bad storm. When the electricity goes off and we do not have light from light bulbs, people sometimes use other sources of light, like flashlights or candles.

Light is important for many reasons. Light and heat energy from the sun warms Earth. Without the light and heat energy from the sun, Earth would be freezing cold. You also learned back in kindergarten that the sun's light is needed for plants to grow. Also, without light, there would be no colors. Can you think of another reason that light is important? Try to imagine a world in which there is no light—no sun, no stars, no candles, and no light bulbs. What would be different? If you just said that it would be dark, you are only partly right. What else would change? Without light, you would not be able to see anything! A world without light is almost impossible to imagine.¹

Below is an example of writing at a 3rd grade level.²

THE ABENAKI

The Abenaki lived in Vermont in the early 1600. The Abenaki are a group of native people. They lived here much before you & me they learned how to dell with the land. There were no houses no electricity not even heating the land had hills moutain lots of trees rivers. Vermont's land affected the early Abenaki's housing & their food.

Vermont's land affected the Abenaki's housing. The Abenaki used young trees to build their houses. They cut it down & then bent it into a round roof. This kept the Abenaki warm in the winter because the roof kept the warmth in. Vermont's land also had lots of animals. They skinned the animals & took their sinews the sinews held held the saplings together. This helped the Abenaki people keep their houses stable. Vermont's land also had lots of trees. They used the bark from the trees to tie on the frame like singles. That helped the Abenaki the rain out so they staid dire all the time. The Abanaki's housing was greatly affected by the land.

Introduces a topic by providing some context & stating a focus

Groups related information together in paragraphs to organize each major part of the essay (housing, food)

Develops the topic with facts & details




Not only does the land affect the Abenaki's housing but it also affected the Abenaki's food too. The Abenaki women picketed seeds in the forest. Then they planted them in some fresh soil. This helped the Abenaki because they had their own gardens & they planted seeds & soon they had food. Vermont's land also had a lot of fish. They killed the fish & the dead fish helped fertilize the soil. That gave the Abenaki extra food. Vermont's land also had abundant wild life. The Abenaki fished & hunted game. All of the fresh meat was shared among the whole village to keep everybody strong. The Abenaki's food supply was affected by the land.

Vermont's land affected the early Abenaki's housing & their food. The land seems to be a tough place to live but the Abenaki respected the land & only took what they needed & the land gave them what they needed.

Uses linking words & phrases to connect ideas within categories of information

Provides a concluding section that restates the main point & reflects on the significance of the information provided

EVERYDAY ACTIVITIES TO SUPPORT LEARNING

 **Read together each day. Talk about what they are reading, discussing, & writing about in school**

- Include children in daily household activities that require reading such as cooking, shopping, & sorting mail
- Have children write notes & letters to relatives
- Create a consistent routine & space for homework. Regularly check that your child has finished their homework
- Get a free Hennepin County library card & visit the library together often
- Have "book talk" conversations. Ask your child to say the important ideas in their own words. Ask your child to show you where to find each idea in the text
- Pick something to learn about together. Read books, look online, & do things together to learn more about the chosen topic. You can help your child build knowledge & love for learning
- Encourage your child to use writing in the real world. This can include everyday writing such as grocery lists, notes, chore lists, journaling, book response notebook, or other creative writing

¹ This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons AttributionNonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

² Writing sample obtained with permission from Student Partners. "Student Writing Samples." Achieve the Core, <https://achievethecore.org/category/330/student-writing-samples>



TIPS

TIPS FOR TALKING TO TEACHERS

1. What are my child's strengths, & how do you use them in instruction?
2. How do you select texts? Will my child see characters & topics that represent them, their background, & their identity? Will they learn new perspectives & about diverse characters through classroom texts?
3. Can you show me the results of my child's most recent reading assessment?
4. What letters & sounds should my child have mastered at this point in the year? Has my child mastered these sounds? Does my child have a chance to read texts that help them practice **decoding** sounds they are learning? Be sure to talk about what you are seeing at home
5. What topics are children learning about through reading? What should my child be able to understand, write, & talk about as a result of what they have read? Topics in history? Topics in science?
6. Can my child speak & listen in class discussions & conversations? Can my child show you they understand what they are reading & learning about? If not, what challenges them?
7. How frequently does my child read grade-level text independently? If they are not reading grade-level text independently, why not? How are you supporting any reading needs & still giving them grade-level text? How can I help?
8. What kinds of book(s) is my child reading during independent reading? Are they limited to a specific reading level?

teachers

parents



23,647



$\frac{2}{8}$



Mathematics



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO

During 3rd grade, students will continue to deepen their understanding of addition, subtraction, & measurement. They begin to explore multiplication & division, telling time, & fractions.

To see all 3rd grade state standards for Math see here: education.mn.gov/MDE/dse/stds/Math

3rd grade students will spend most of their time learning the following topics. They should understand them well by the end of the school year.

LEARNING 3RD GRADE MATHEMATICS

- ✔ Add & subtract multi-digit numbers with ease. **For example, $23,647 - 5,265$**

$$\begin{array}{r} 23,647 \\ - 5,265 \\ \hline \end{array}$$

- ✔ Quickly remember the product of any two single-digit numbers. **For example, remember that $7 \times 9 = 63$**
- ✔ Multiply a two- or three-digit number by a one-digit number. **For example, multiply 9×80**
- ✔ Understand the meaning of division. Relate division to multiplication. **For example, "I know that $63 \div 9 = 7$ because I remember that $7 \times 9 = 63$ "**
- ✔ Create & solve two-step word problems using addition, subtraction, multiplication, & division
- ✔ Understand a fraction as a part of a whole and represent fractions on a number line
- ✔ Compare fractions with equal denominators. **For example, know that $2/8$ is less than $6/8$**
- ✔ Measure length to the nearest half unit. Find the perimeter of a shape by adding the lengths of the sides
- ✔ Tell time & solve problems involving elapsed time. **For example, "Your trip began at 9:50 a.m. & ended at 3:10 p.m. How long were you traveling?"**



3RD GRADE MATH EXAMPLES

Below are examples of math problems at a 3rd grade level.³

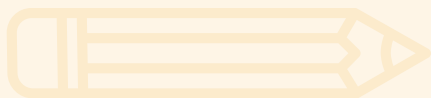
1. There are 5 bowls with 4 grapes in each bowl. Write an equation that represents the arrangement of grapes. How many grapes are there altogether?
2. What is the unknown number that makes each equation true in the box below?

$21 \div 7 = \blacksquare$ $\blacksquare =$	$\diamond \times 6 = 36$ $\diamond =$
$6 \times \square = 24$ $\square =$	$H \div 3 = 4$ $H =$

3. Sheldon is baking 2-inch cookies. He has 3 trays that are the same size. On one tray, he makes 5 rows with 4 cookies in each row. He cannot fit any more cookies on the tray. He fills the second tray completely & only part of the 3rd tray. How many cookies could Sheldon have made? Explain your answer using numbers, words, &/or pictures
4. For each pair of numbers in the table below, circle the number that has the larger value.

Circle the larger number:	3/8	OR	5/8
Circle the larger number:	7/4	OR	5/4
Circle the larger number:	1/4	OR	1/8
Circle the larger number:	9/8	OR	1

³Math problems obtained with permission from Student Partners. "Mathematics Assessments." Achieve the Core, <https://achievethecore.org/category/1020/mathematics-assessments>





EVERYDAY ACTIVITIES TO SUPPORT LEARNING

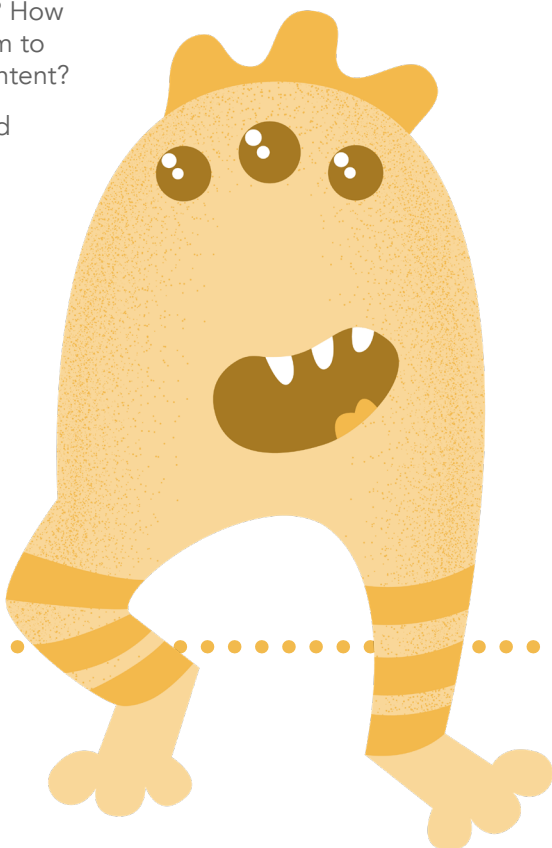
- Ask children real-world addition, subtraction, multiplication, & division problems with two steps. **For example: Students in 3 art classes cut 728 inches of ribbon into 8-inch long pieces. Two of the classes together cut 656 inches of ribbon. How many 8-inch long pieces of ribbon did the other class cut?**
- Make the correct change & find the total cost together at the store
- Use the language of unit fractions (one-fourth, one-half, one-third) when sharing. **For example, "You get one-half of the cookie, & your brother gets one-half of the cookie."**
- Play board & card games together that incorporate math in strategy or scoring
- Practice determining how many days, weeks, minutes, & hours until a family event (soccer practice, dinner time, birthday, family reunion, holiday)
- Find the perimeter (in steps, hops, jumps) of different objects outside
- Measure things around the house using a ruler
- Practice times tables (all products of two one-digit numbers) & relate the multiplication to an understanding of division. **For example, 6×4 is 24, therefore, $24 \div 6$ is 4**
- Read storybooks about multiplication. Talk about how multiplication makes sense when dealing with groups of objects

TIPS



TIPS FOR TALKING TO TEACHERS

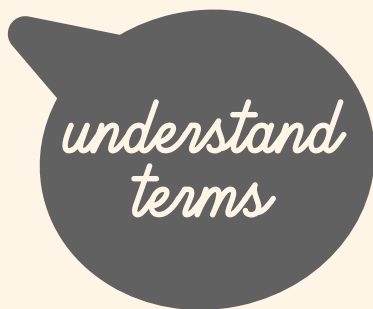
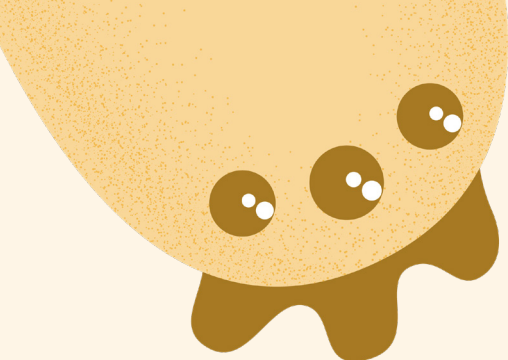
1. What kinds of number problems are children learning to solve this year?
2. Can you show me the results of my child's most recent math assessment?
3. How is my child progressing in their understanding of the key content of the grade? Can you share specific updates?
4. How does my child approach complex math tasks? How can I encourage them to learn challenging content?
5. What should my child understand & talk about from what they have learned?
6. Can my child show you that they understand what they learned? If not, what challenges them? How can I help?
7. How can I make learning math feel good?



REFERENCES

Minnesota Department of Education Academic Standards <https://education.mn.gov/mde/dse/stds>

Seek Common Ground Family Guides <https://seekcommonground.org/family-guides>



Education Words

Educators use words that have a specific meaning in schools. Understanding those terms will help you talk to the teacher!



DECODABLE



The ability to accurately sound out & pronounce words based on knowledge of letter-sound relationships. For example, children who have learned the English sounds /a/, /c/, & /t/ can decode "cat."

FIGURATIVE LANGUAGE



Figurative language uses figures of speech to be more interesting, effective, & impactful. ("My dog's coat is as black as coal." "He fought with the strength of a lion.")

LEXILE®



A popular quantitative (i.e. numerical) method used by students, teachers, & parents to represent two things:

- 1) A student's individual reading level
- 2) The difficulty of the text

You can often find the Lexile number on the back of the book or by searching the title on www.lexile.com.

Grade-appropriate lexile levels:

- Grade 2-3 level 420–820
- Grade 4-5 level 740–1010
- Grade 6-8 level 925–1185

NUMERATOR & DENOMINATOR



The numerator is the top number in a fraction. It shows how many parts we have. The denominator is the bottom number in a fraction. It shows how many parts there are in the whole item.

PREFIX



A prefix is a group of letters added to the beginning of a word that changes its meaning. Adding “un” in front of the word “clean” makes the word mean “not clean.” Other common prefixes are “re,” “dis,” “over,” “mis,” & “out.”

READING LEVEL



Teachers often measure a student’s reading level, usually marked by a letter or number. This helps teachers know what students need to learn. But sometimes, children are only allowed to read texts at that level (typically a lexile number). Be wary of this practice. Children should not be limited to reading only texts that are at or below their grade level goal.

SUFFIX

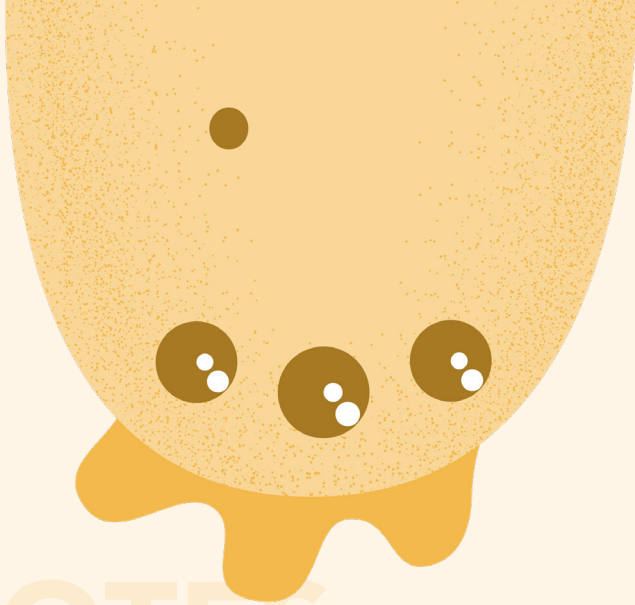


A suffix is a group of letters added to the end of a word. Suffixes can change the meaning of a word. Adding “less” to the end of the word “end” changes its meaning to “without end.” A suffix can also change how the word is used. The noun “child” becomes an adjective “childish” when you add the suffix “ish.”

TEXT COMPLEXITY



Text complexity is a measure of how difficult a text is. Text complexity is based on many factors, including the structure of the text, how difficult the language is, how much knowledge students need to understand what is read, & how difficult it is to understand what the text means. Students should be exposed to high-quality & complex texts. Complex texts provide opportunities for students to think deeply & to gain knowledge of the world, which will help them succeed in college, career, & life.



NOTES

A series of horizontal lines for writing notes, consisting of solid top and bottom lines with a dashed midline, repeated multiple times.

