

# THIRD GRADE COURSE OF STUDY

HAYFIELD COMMUNITY SCHOOLS  
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This brochure is designed to help parents and students understand what students must learn in Hayfield Community Schools. Each subject area lists the essential learning most students have successfully completed at this grade. The curriculum is aligned with national, state and local standards.

In the Hayfield Public Schools, we strive to adjust the curriculum to fit each learner. The student's age, current skill level, personality, interest, and learning style are among considerations when planning learning experiences. These needs are met in the classroom or in conjunction with programs designed for interventions or enrichments. Students at all level are encouraged to develop the study skills of independent learners, to cooperate with others, to learn to make wise decisions, and to transfer learning within all disciplines.

Teachers measure student progress in a variety of ways, such as teacher observations, portfolios, formal testing, student self-evaluation, anecdotal comments, checklists, narratives, logs, journals, pre/post testing, and student/teacher interviews. The Minnesota Comprehensive Assessments are administered in reading and math to grades 3-6 and in science to grade 5. AIMSweb benchmarks assessments in reading and math are administered in kindergarten through grade 6 in the fall, winter, and spring.

## Language Arts (aligned with MN Language Arts Academic Standards)

### **Reading Benchmarks: Literature**

- Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables and folktales, and myths from diverse cultures; determine their central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Describe the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author or similar characters (e.g., in books from a series).
- By the end of the year, select, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 complexity band independently and proficiently.
  - Self-select texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Informational Text**

- Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main topic of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in sequence).
- Compare and contrast the most important points and key details presented by two texts on the same topic.
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
  - Self-select texts for personal enjoyment, interest, and academic tasks.

### **Reading Benchmarks: Foundational Skills**

- Know and apply grade-level phonics and word analysis skills in decoding words.
  - Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes.
  - Decode multi-syllable words.

- Read grade-appropriate irregularly spelled words, including high-frequency words.
- Read with sufficient accuracy and fluency to support comprehension.
  - Read grade-level text with purpose and understanding.
  - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing**

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide concluding statement or section.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - Provide a concluding statement or section.
- Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - Use temporal words and phrases to signal event order.
  - Provide a sense of closure.
- With guidance and support from adults, and peers, produce writing in which the development and organization are appropriate to task and purpose.
- With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Conduct short research projects that build knowledge about a topic.
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
  - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

### **Speaking, Viewing, Listening and Media Literacy**

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- Follow agreed-upon rules for discussions.
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.
- Cooperate and compromise as appropriate for productive group discussion.
- Follow multi-step oral directions.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Distinguish among, understand, and use different types of print, digital, and multimodal media.
  - Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
  - Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.
  - Check for accuracy in pictures and images.
  - Recognize safe practices in personal media communications.
- With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression).
  - With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
  - Share the work with an audience.

### **Language**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns.
  - Form and use regular and irregular verbs.
  - Form and use the simple verb tenses.
  - Ensure subject-verb and pronoun-antecedent agreement.
  - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - Use coordinating and subordinating conjunctions.
  - Produce simple, compound, and complex sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize appropriate words in titles.
  - Use commas in addresses.
  - Use commas and quotation marks in dialogue.
  - Form and use possessives.

- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - Choose words and phrases for effect.
  - Recognize and observe differences between the conventions of spoken and written standard English.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
  - Use sentence-level context as a clue to the meaning of a word or phrase.
  - Determine the meaning of the new word formed when a known affix is added to a known word.
  - Use a known root word as a clue to the meaning of an unknown word with the same root.
  - Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
  - Distinguish the literal and nonliteral meanings of words and phrases in context.
  - Identify real-life connections between words and their use.
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## **Math (aligned with Math Academic Standards)**

### **Number and Operation**

- compare and represent whole numbers up to 100,000, with an emphasis on place value
- add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real-world and mathematical problems using arithmetic
- understand meanings and uses of fractions in real-world and mathematical situations

#### District Basic Fact Mastery Targets:

Addition: 95% or better out of 100 problems in 5 minutes

Subtraction: 95% or better out of 100 problems in 5 minutes

Multiplication: 70% or better out of 100 problems in 5 minutes

### **Algebra**

- use single-operation input-output rules to represent patterns and relationships and to solve real-world and mathematical problems
- use number sentences involving multiplication and division basic facts and unknowns to represent and real-world and mathematical problems; create real-world situations corresponding to number sentences

### **Geometry and Measurement**

- use geometric attributes to describe and create shapes in various contexts
- understand perimeter as a measurable attribute of real-world and mathematical objects; use various tools to measure perimeter
- use time, money and temperature to solve real-world and mathematical problems

### **Data Analysis**

- collect, organize, display and interpret data; use labels and a variety of scales and units in displays

## **Science (aligned with MN Science Academic Standards)**

### **Nature of Science and Engineering**

- understand that scientists work as individuals and in groups, emphasizing evidence, open communication and skepticism
- understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena
- understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry
- understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish

### **Physical Science**

- understand that energy appears in different forms, including sound and light

### **Earth and Space Science**

- understand that the sun and moon have locations and movements that can be observed and described
- understand that objects in the solar system as seen from Earth have various sizes and distinctive patterns of motion

### **Life Science**

- understand that living things are diverse with many different characteristics that enable them to grow, reproduce and survive
- understand that offspring are generally similar to their parents, but may have variations that can be advantageous or disadvantageous in a particular environment

## **Social Studies (aligned with MN Social Studies Academic Standards)**

### **Citizenship and Government – Understand that:**

- Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
- The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law limited government, common good, popular sovereignty, majority rule and minority rights.
- The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

### **Economics – Understand that:**

- People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
- Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

- Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

**Geography – Understand that:**

- People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
- Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.
- Processes of cooperation and conflict among people influence the division and control of the Earth's surface.

**History – Understand that:**

- Historians generally construct chronological narratives to characterize eras and explain past events and change over time.
- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
- History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.
- The emergence of domestication and agriculture facilitated the development of complex societies and caused far-reaching social and cultural effects. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE)
- The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE-600 CE)
- Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE-1450 CE)

**Health**

- Bus Safety
- Fire Safety
- Mental and Emotional Health
- Growth and Development
- Dental Health
- Germs
- Manage Stress

**Physical Education (aligned with MN Physical Education Academic Standards)**

Note: These are the National Physical Education standards adopted by the State of Minnesota. Each grade level is expected to master the skills at a developmentally appropriate level and within developmentally appropriate activities. Students will participate in fitness testing in the fall and spring each year.

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
- Participates regularly in physical activity
- Achieves and maintains a health-enhancing level of physical fitness

- Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

## Music

- Identify on staff and instruments all of the intervals of a C major scale
- Perform, read and write tika-tika, ti-tika, tika-ti, dotted half note, whole note and whole rest
- Sing, sign, read and write Do pentatonic (Do, Re, Mi, Sol, La)
- Improvise text and 4 beat rhythmic patterns
- Have an exposure to the four families of the orchestra (strings, woodwinds, brass and percussion)