Third Grade Skills
2019-2020

Yellow highlighted standards are ones that were currently being taught or that had not yet been taught as of 3/13/20. (Please keep in mind that every classroom may be in a slightly different place). Green highlighted standards are ones that would be good to review with your child will be reviewed in the coming weeks Teams are partnering together to develop lessons by content area. This means that one teacher will be focusing on reading for the next 9 weeks, one teacher on writing, one teacher on math, etc. For more information on these standards, please visit the Virginia Department of Education website or our PWCS Pacing Guide located in our Resources folder on the left. You can also visit the PWCS Home Learning Website for more activities and resources.

Reading

3.3 The student will apply word-analysis skills when reading.
   a) Use knowledge of regular and irregular vowel patterns.
   b) Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.
   a) Use knowledge of homophones.
   b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.
   c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words.
   d) Use context to clarify meaning of unfamiliar words.
   e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.
   f) Use vocabulary from other content areas.
   g) Use word-reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.
   a) Set a purpose for reading.
   b) Make connections between reading selections.
   c) Make, confirm, and revise predictions.
   d) Compare and contrast settings, characters, and plot events.
   e) Summarize plot events.
   f) Identify the narrator of a story.
   g) Ask and answer questions about what is read.
   h) Draw conclusions using the text for support.
   i) Identify the conflict and resolution.
   j) Identify the theme.
   k) Use reading strategies to monitor comprehension throughout the reading process.
   l) Differentiate between fiction and nonfiction.
   m) Read with fluency, accuracy, and meaningful expression.

3.6 The student will read and demonstrate comprehension of nonfiction texts.
   a) Identify the author's purpose.
   b) Use prior and background knowledge as context for new learning.
   c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts.
   d) Ask and answer questions about what is read using the text for support.

e) Draw conclusions using the text for support.
f) Summarize information found in nonfiction texts.
g) Identify the main idea.
h) Identify supporting details.
i) Use reading strategies to monitor comprehension throughout the reading process.
j) Read with fluency, accuracy, and meaningful expression.

Writing

3.7 The student will write legibly in cursive.
   a) Write capital and lowercase letters of the alphabet.
   b) Sign his/her first and last names.

3.8 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.
   a) Engage in writing as a process.
   b) Identify audience and purpose.
   c) Use a variety of prewriting strategies.
   d) Use organizational strategies to structure writing according to type.
   e) Write a clear topic sentence focusing on main idea.
   f) Elaborate writing by including supporting details.
   g) Use transition words to vary sentence structure.
   h) Express an opinion about a topic and provide fact-based reasons for support.
   i) Write a well-developed paragraph focusing on the main idea.
   j) Revise writing for clarity of content using specific vocabulary and information.

3.9 The student will edit writing for capitalization, punctuation, spelling, and Standard English.
   a) Use complete sentences.
   b) Use the word I in compound subjects.
   c) Use past and present verb tense.
   d) Use adjectives correctly.
   e) Use singular possessives.
   f) Use commas in a simple series.
   g) Use simple abbreviations.
   h) Use apostrophes in contractions with pronouns and in possessives.
   i) Use the articles a, an, and the correctly.
   j) Use correct spelling including irregular plurals.
   k) Indicate paragraphing by indenting or skipping a line.

Research

3.10 The student will demonstrate comprehension of information resources to research a topic and complete a research product.
   a) Construct questions about the topic.
   b) Access appropriate resources.
   c) Collect and organize information about the topic.
   d) Evaluate the relevance of the information.
   e) Avoid plagiarism and use own words.
   f) Demonstrate ethical use of the Internet.

Math

3.1	The student will
	a) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models;
	b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
	c) compare and order whole numbers, each 9,999 or less.
	a)
3.2	The student will
	a) name and write fractions and mixed numbers represented by a model;

	b) represent fractions and mixed numbers with models and symbols; and c) compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models.
3.3	The student will a) estimate and determine the sum or difference of two whole numbers; and b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
3.4	The student will a) represent multiplication and division through 10 × 10, using a variety of approaches and models; b) create and solve single-step practical problems that involve multiplication and division through 10 x 10; and c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and d) solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less.
3.5	The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.
3.6	The student will a) determine the value of a collection of bills and coins whose total value is $5.00 or less; b) compare the value of two sets of coins or two sets of coins and bills; and c) make change from $5.00 or less.
3.7	The student will estimate and use U.S. Customary and metric units to measure a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and b) liquid volume in cups, pints, quarts, gallons, and liters.
3.8	The student will estimate and a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and b) count the number of square units needed to cover a given surface in order to determine its area.
3.9	The student will a) tell time to the nearest minute, using analog and digital clocks; b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.
3.10	The student will read temperature to the nearest degree.
3.11	The student will identify and draw representations of points, lines, line segments, rays, and angles.
3.12	The student will a) define polygon; b) identify and name polygons with 10 or fewer sides; and c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).
3.13	The student will identify and describe congruent and noncongruent figures.

3.14	The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event.
3.15	The student will a) collect, organize, and represent data in pictographs or bar graphs; and b) read and interpret data represented in pictographs and bar graphs.
3.16	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.
3.17	The student will create equations to represent equivalent mathematical relationships.

Science

Scientific Investigation, Reasoning, and Logic

3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
 a) observations are made and are repeated to ensure accuracy;
 b) predictions are formulated using a variety of sources of information;
 c) objects with similar characteristics or properties are classified into at least two sets and two subsets;
 d) natural events are sequenced chronologically;
 e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;
 f) time is measured to the nearest minute using proper tools and techniques;
 g) questions are developed to formulate hypotheses;
 h) data are gathered, charted, graphed, and analyzed;
 i) unexpected or unusual quantitative data are recognized;
 j) inferences are made and conclusions are drawn;
 k) data are communicated;
 l) models are designed and built; and
 m) current applications are used to reinforce science concepts.

Force, Motion, and Energy

3.2 The student will investigate and understand simple machines and their uses. Key concepts include
 a) purpose and function of simple machines;
 b) types of simple machines;
 c) compound machines; and
 d) examples of simple and compound machines found in the school, home, and work environments.

Matter

3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include
 a) objects are made of one or more materials;
 b) physical properties remain the same as the material is changed in visible size; and
 c) visible physical changes are identified.

Life Processes

3.4 The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. Key concepts include
 a) behavioral adaptations; and
 b) physical adaptations.

Living Systems

3.5   The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include
         a)   producer, consumer, decomposer;
         b)   herbivore, carnivore, omnivore; and
         c)   predator and prey.

3.6   The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. Key concepts include
         a)   aquatic ecosystems;
         b)   terrestrial ecosystems;
         c)   populations and communities; and
         d)   the human role in conserving limited resources.

Interrelationships in Earth/Space Systems

3.7   The student will investigate and understand the major components of soil, its origin, and its importance to plants and animals including humans. Key concepts include
         a)   soil provides the support and nutrients necessary for plant growth;
         b)   topsoil is a natural product of subsoil and bedrock;
         c)   rock, clay, silt, sand, and humus are components of soils; and
         d)   soil is a natural resource and should be conserved.

Earth Patterns, Cycles, and Change

3.8   The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include
         a)   patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides;
         b)   animal life cycles; and
         c)   plant life cycles.

3.9   The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include
         a)   there are many sources of water on Earth;
         b)   the energy from the sun drives the water cycle;
         c)   the water cycle involves several processes;
         d)   water is essential for living things; and
         e)   water on Earth is limited and needs to be conserved.

Earth Resources

3.10   The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include
         a)   the interdependency of plants and animals;
         b)   the effects of human activity on the quality of air, water, and habitat;
         c)   the effects of fire, flood, disease, and erosion on organisms; and
         d)   conservation and resource renewal.

3.11   The student will investigate and understand different sources of energy. Key concepts include
         a)   energy from the sun;
         b)   sources of renewable energy; and
         c)   sources of nonrenewable energy.

Skills

3.1   The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by
a) identifying artifacts and primary and secondary sources to understand events in world cultures;
b) using geographic information to support an understanding of world cultures;
c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in world cultures;
d) summarizing points and evidence to answer a question;
e) comparing and contrasting ideas and perspectives to better understand people or events in world cultures;
f) determining relationships with multiple causes or effects;
g) explaining connections across time and place;
h) using a decision-making model to make informed decisions;
i) practicing good citizenship skills and respect for rules and laws while collaborating, compromising, and participating in classroom activities; and
j) accessing a variety of media, including online resources.

History

3.2   The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

3.3   The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.

3.4   The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

Geography

3.5   The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps
a) at the beginning of their culture;
b) during their period of greatest influence; and
c) today.

3.6   The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of
a) Africa;
b) Asia;
c) Europe;
d) North America; and
e) South America.

3.7   The student will describe how people in ancient world cultures adapted to their environment.

Economics

3.8   The student will demonstrate an understanding of different cultures and the natural, human, and capital resources they used in the production of goods and services.

3.9   The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

3.10   The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Civics

3.11   The student will explain the responsibilities of a good citizen, with emphasis on
  a) respecting and protecting the rights and property of others;
  b) taking part in the voting process when making classroom decisions;
  c) describing actions that can improve the school and community;
  d) demonstrating self-discipline and self-reliance;
  e) practicing honesty and trustworthiness; and
  f) describing the purpose of rules.

3.12   The student will recognize the importance of government in the community, Virginia, and the United States of America by
  a) explaining the purpose of laws;
  b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; and
  c) explaining that government protects the rights and property of individuals.

3.13   The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.