

THIRD GRADE

ENGLISH

Reading continues to be a priority in third grade. Emphasis is on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. Students will read a variety of fiction and nonfiction literature which relates to all areas of curriculum. The student will use effective communication skills in group activities and will present brief oral reports. Reading comprehension strategies will be applied in all subjects with emphasis on materials that reflect the Standards of Learning in mathematics, science, and history and social studies. The student will plan, draft, revise, and edit stories, simple explanations, and short reports. In addition, the student will gather and use information from print and non-print sources. The student will also write legibly in cursive.

Oral Language

3.1 The student will use effective communication skills in group activities.

a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to listen attentively by making eye contact, facing the speaker, asking questions, and summarizing

what is said by:

- facing the speaker and making eye contact;
- summarizing the conclusions reached in the discussion; and
- asking clarifying questions of the speaker.

b) Ask and respond to questions from teachers and other group members.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to ask and respond to questions from teachers and other group members by:

- Making certain all group members have an opportunity to contribute;
- eliciting information or opinions from others;
- indicating disagreement in a constructive manner;
- contributing information that is on topic;
- answering questions; and
- asking clarifying questions of the speaker.

c) Explain what has been learned.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to explain what has been learned by:

- Responding to teacher and peer generated questions;
- summarizing the conclusions reached in the decision;
- using specific language in detail that support opinions and ideas;
- supporting opinions with appropriate ideas, examples, and details; and
- completing and orally presenting a graphic organizer.

d) Use language appropriate for context.

e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

a) Speak clearly.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to speak clearly by:

- Presenting information with expression and confidence;
- evaluating own presentation, using class-designed criteria; and
- presenting word jokes, puns, and dramatizations.

b) Use appropriate volume and pitch.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use appropriate volume and pitch by:

- Using appropriate intonation while speaking;
- speaking at a suitable audible level; and
- varying tone, pitch, and volume to convey meaning.

c) Speak at an understandable rate.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to speak at an understandable rate by:

- Adjusting rate of speech to a suitable level for the listener.

d) Organize ideas sequentially or around major points of information.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to organize ideas sequentially or around major points of information by:

- Staying on topic during presentations; and
- retelling major points of information with an emphasis on sequence.

e) Use contextually appropriate language and specific vocabulary to communicate ideas.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use grammatically correct language and specific vocabulary to communicate ideas by:

- Answering questions from an audience using specific vocabulary appropriate for the audience and the topic;
- using selection specific vocabulary words to describe an event or character;
- using grammatically correct language when speaking orally; and
- evaluating his or her own presentation using class-designed criteria.

Reading

3.3 The student will apply word-analysis skills when reading.

a) Use knowledge of regular and irregular vowel patterns.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use knowledge of all vowel patterns by:

- Applying knowledge of all vowel patterns;
- applying knowledge of diphthongs, such as *aw* or *oy*;
- trying more than one sound to pronounce a word;
- knowing a sound can be written with different letters; and
- using a pattern to pronounce a word.

b) Decode regular multisyllabic words.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to decode multisyllabic words by:

- Applying knowledge of the change in tense (*ed*), number (*s*), and degree (*er* and *est*) signified by inflecting endings;
- applying knowledge of roots;
- applying knowledge of affixes such as *dis-*, *ex-*, *non-*, *pre-*, *-ly*, and *-ness*; and
- decoding regular multisyllabic words in order to read fluently.

3.4 The student will expand vocabulary when reading.

a) Use knowledge of homophones.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use homophones by:

- Using knowledge of homophones such as *be/bee*, *hear/here*, *sea/see*;
- using context clues to verify meaning and to determine appropriate homophone usage;
- using homophones correctly in writing;
- verbalizing how the correct meaning of a homophone is chosen; and
- Defining the word to show an understanding of its meaning.

b) Use knowledge of roots, affixes, synonyms, and antonyms.

c) Apply meaning clues, language structure, and phonetic strategies.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to apply meaning clues, language structure, and phonetic strategies by:

- Applying phonetic strategies;
- using punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes;
- showing contraction and possession;
- applying knowledge of simple and compound sentence structures;
- using context to gain understanding;
- using signal words of time-sequence, such as *first*, *second*, *next*, *later*, *after*, and *finally*;
- using signal words of compare-contrast, such as *like*, *unlike*, *different*, and *same*;
- using signal words of cause-effect, such as *because*, *if...then*, *when...then*;

- using conventions of dialogue, such as: quotation marks to indicate someone is saying something; indentation to show that the speaker has changed; and signal words like *he said* and *she exclaimed*.
- using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of: a pronoun for a noun; a general location word, such as “here” or “there,” for a specific location; and a synonym for an earlier word, such as dog or animal.

d) Use context to clarify meaning of unfamiliar words.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use context clues to clarify meaning of unfamiliar words through:

- A restatement; a renaming or synonym; an example; and a direct description or definition included in the sentence or paragraph.

e) Discuss meanings of words and develop a vocabulary by listening to and reading a variety of texts.

f) Use vocabulary from other content areas.

g) Use word reference sources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

a) Set a purpose for reading.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to set a purpose for reading by:

- Previewing text, graphics, and pictures;
- formulating questions orally or in writing about the text; and
- reading the caption, title, and heading.

b) Make connections between previous experiences and reading selections.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to make connections between previous experiences and reading selections by:

- Making connections between their own personal experiences and what is happening in the text;
- making connections between the text they are reading and other texts they have read, such as, identifying a similar plot or character;
- making connections between what they already know about the topic and what they find in the reading that is new to them;
- understanding that the answers to some questions must be inferred from the reader’s background experience and knowledge;
- writing responses that go beyond literal restatements in order to make connections to their own lives and to other texts; and
- completing a graphic organizer.

c) Make, confirm, or revise predictions.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to make, confirm, or revise a prediction by:

- Asking questions to predict what will happen next;
- revising predictions based on new understandings;
- identifying details from their own experience and knowledge that supports their predictions;
- identifying information from the text that supports or contradicts a prediction;
- making predictions about text before reading;
- reading to see what actually happens;
- knowing that a prediction is like a guess and does not have to be right but can be changed as one reads;
- using cause and effect to predict out-comes (what happened, why it happened); and
- locating specific information in a reading selection.

d) Compare and contrast settings, characters, and events.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to compare and contrast settings, characters, and events by:

- Identifying the time and place of a story, using supporting details from the text;
- identifying the details that make two settings similar or different;
- identifying how the attributes of one character are similar to or different from those of another character;
- comparing two characters within a selection or between/among two or more selections;
- comparing and contrasting settings, characters, and events;
- writing and/or telling about the like-nesses and differences of settings, characters, and events; and

- using a Venn diagram (or other graphic organizer) to organize information.

e) Identify author's purpose.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to identify the author's purpose by:

- Identifying the reasons authors write: to inform, to entertain, or to persuade;
- stating the author's purpose for writing; and
- locating specific text that suggests the author's purpose.

f) Ask and answer questions about what is read.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to ask and answer questions by:

- Asking and answering questions before, during, and after reading;
- asking questions to clarify meaning;
- asking questions to predict what will happen next;
- understanding that sometimes two or more pieces of information need to be put together to answer a question;
- understanding that some questions are answered directly in the text;
- understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge;
- formulating questions and answers appropriate to the text; and
- formulating questions and answers requiring explanations and reasons.

g) Draw conclusions about text.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to draw conclusions about text by:

- Identifying a character's attributes (traits);
- using evidence from the text to support generalizations about the character;
- making generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characters;
- supporting with specific details, generalizations about characters from a selection; and
- drawing conclusions about a character and/or the plot from the selection.

h) Identify the problem and solution.

i) Identify the main idea.

j) Identify supporting details.

k) Use reading strategies to monitor comprehension throughout the reading process.

l) Differentiate between fiction and non-fiction

m) Read with fluency and accuracy.

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

a) Identify the author's purpose.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to identify the author's purpose by:

- Reading nonfiction print materials, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- explaining the reasons authors write: to inform, to entertain, or to persuade;
- summarizing the author's purpose for writing;
- locating specific text that suggests the author's purpose; and
- drawing conclusions about the purpose of the text.

b) Use prior and background knowledge as a context for new learning.

c) Preview and use text features.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to preview and use text formats by:

- Using poetry features, such as lines and stanzas;
- using content text features, such as headings and chapter layout by topic;
- using functional formats, such as advertisements, flyers, and directions;

- using specialized type, such as bold face and italics;
- using visually and graphically represented information, such as, charts, graphic organizers, pictures, and photographs;
- making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional;
- making predictions based on knowledge of literary forms, such as biography and autobiography;
- identifying the relationship of events in a circular (home-away-home) story and a linear (problem, events, resolution) story; and
- identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.

d) Ask and answer questions about what is read. Ask and answer questions about what is read.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to ask and answer questions about what is read by:

- Reading nonfiction print materials, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- asking and answering questions to clarify meaning;
- understanding that sometimes two or more pieces of information need to be put together to answer a question; and
- understanding that some questions are answered directly in the text.

e) Draw conclusions based on text.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to draw conclusions by:

- Reading nonfiction print materials, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- drawing conclusions about what is read;
- using cause and effect to draw conclusions; and
- asking and answering questions before, during, and after reading to help gain meaning.

f) Summarize major points found in nonfiction texts.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to summarize major points found in non-fiction material by:

- Reading nonfiction print materials, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- stating in their own words the main idea of a nonfiction selection;
- identifying details that support the main idea of a nonfiction selection; and
- summarizing either orally or in writing using graphic organizers.

g) Identify the main idea.

h) Identify supporting details.

i) Compare and contrast the characteristics of biographies and autobiographies.

CHESAPEAKE OBJECTIVE:

The student will compare and contrast the characteristics of biographies and autobiographies by:

- Reading nonfiction print materials, which reflect the Standards of Learning in history and social sciences, science, and mathematics;
- knowing the shared and distinguishing characteristics of autobiographies and biographies;
- reading biographies and autobiographies; and
- writing a personal narrative and/or biographical account.

j) Use reading strategies to monitor comprehension throughout the reading process.

k) Identify new information gained from reading.

l) Read with fluency and accuracy.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to read nonfiction fluently and accurately by:

- Reading familiar fiction and nonfiction with automaticity (rereading and self-correcting as needed); and
- using appropriate tone, pitch, and volume to convey meaning.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

a) Use encyclopedias and other reference books, including online reference materials.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use the dictionary, glossary, thesaurus, encyclopedia, and other reference book including online reference materials by:

- Making decisions about which resource is best for locating a given type of information;

- locating selected information in encyclopedias, atlases, and other print or on-line reference materials;
- using alphabetical order, guide words, and entries to find information on a topic; and
- using the located information in an oral or written report.

b) Use the table of contents, indices, and charts.

Writing

3.8 The student will write legibly in cursive.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to write legibly in cursive by:

- Using correct letter formation;
- practicing appropriate handwriting habits including proper posture, position of paper, and pencil grip;
- learning to write neatly in cursive; and
- evenly spacing letters, words, and sentences.

3.9 The student will write for a variety of purposes.

a) Identify the intended audience.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to identify the intended audience by:

- Planning for a specific audience when writing; and
- writing with a purpose for the intended audience.

b) Use a variety of prewriting strategies.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use a variety of planning strategies by:

- Using ideas from class brainstorming activities;
- making lists of information;
- talking to classmates about what to write;
- reading texts by peers and professional authors;
- using a cluster diagram, story map, or other graphic organizer; and
- selecting an appropriate writing form for nonfiction (such as explanation, directions, simple report), expressive writing (such as narrative, reflection, and letter), and creative writing (such as fiction and poetry).

c) Write a clear topic sentence focusing on the main idea.

d) Write a paragraph on the same topic.

e) Use strategies for organization of information and elaboration according to the type of writing

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to organize information according to the type of writing by:

- Following the organization of particular forms of writing for:
 - stories: beginning, middle, and end.
 - letters: date, greeting, body, and closing;
- using a cluster diagram, story map, or other graphic organizer;
- writing explanations: opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing; and
- creating short reports: opening, grouping like information in clear paragraphs, ordering of paragraphs so there is a logical flow of information, and closing.

f) Include details that elaborate the main idea.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to include descriptive details that elaborate the central idea by:

- Creating verbal pictures, using precise nouns, verbs, and adjectives that elaborate ideas within a sentence;
- describing events, ideas, and personal stories with accurate details and sequence;
- applying knowledge of the writing domains of composing, written expression and usage/mechanics; and
- using a rubric to self-assess writing.

g) Revise writing for clarity of content using specific vocabulary and information.

CHESAPEAKE OBJECTIVE:

- The student will demonstrate the ability to revise writing for clarity by:
 - Selecting information that the audience will find interesting or entertaining;
 - revising to eliminate details that do not develop the central idea;

- incorporating transitional (signal) words that clarify sequence, such as *first*, *next*, and *last*;
- applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- reading own writing orally to check for sentence rhythm (sentence variety); and
- using a rubric to self-assess writing.
- The student will demonstrate the ability to use available technology by:
 - Producing published forms of writing;
 - using computer software to compose stories and reports; and
 - collecting information using the resources from the media center.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Use complete sentences.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using complete and varied sentences.

b) Use transition words to vary sentence structure.

c) Use the word / in compound subjects.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using the word / in compound subjects.

d) Use past and present verb tense.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using past and present verb tense.

e) Use singular possessives.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using singular possessives.

f) Use commas in a simple series.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using commas in simple series.

g) Use simple abbreviations.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using simple abbreviations.

h) Use apostrophes in contractions with pronouns and in possessives.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to edit writing for correct grammar, capitalization, punctuation and spelling by:

- Using apostrophes in contractions with pronouns by punctuating correctly apostrophes in Contractions with pronouns, e.g., *I'd*, *we've*.

i) Use the articles *a*, *an*, and *the* correctly.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use the articles *a*, *an*, and *the* correctly by:

- Applying knowledge of the writing domains of composing, written expression, and usage/mechanics;
- demonstrating the correct usage of *a*, *an*, and *the* correctly; and
- using a rubric to self-assess writing.

j) Use correct spelling for frequently used sight words, including irregular plurals.

CHESAPEAKE OBJECTIVE:

The student will demonstrate the ability to use correct spelling for high- frequency sight words, including irregular plurals.

3.11 The student will write a short report.

a) Construct questions about the topic.

b) Identify appropriate resources.

c) Collect and organize information into a short report.

d) Understand the difference between plagiarism and use of own words.

3.12 The student will use available technology for reading and writing.

MATH

The third grade standards place emphasis on using a variety of methods to solve problems involving addition and subtraction of whole numbers. Students also will learn the multiplication and division facts through the nines tables. Concrete materials will be used to introduce addition and subtraction with fractions and decimals and the concept of probability as chance. While learning mathematics, students will be actively engaged using concrete materials and appropriate technologies such as calculators and computers. However, facility in the use of technology shall not be regarded as a substitute for a student's understanding of quantitative concepts and relationships or for proficiency in basic computations. Students also will identify real-life applications of the mathematical principles they are learning that can be applied to science and other disciplines they are studying.

Mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of the subject. Students should be encouraged to use correctly the concepts, skills, symbols, and vocabulary identified in the following set of standards.

Problem solving has been integrated throughout the six content strands. The development of problem-solving skills should be a major goal of the mathematics program at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student's mathematics education. Students must be helped to develop a wide range of skills and strategies for solving a variety of problem types.

3.1 The student will

- a) **read and write six-digit numerals and identify the place value and value of each digit;**
- b) **round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and**
- c) **compare two whole numbers between 0 and 9,999, using symbols (>,<, or =) and words (*greater than, less than, or equal to*).**
 - Investigate and identify the place and value for each digit in a six-digit numeral, using Base-10 manipulatives (e.g., Base-10 blocks).
 - Use the patterns in the place value system to read and write numbers.
 - Read six-digit numerals orally.
 - Write six-digit numerals that are stated verbally or written in words.
 - Round a given whole number, 9,999 or less, to the nearest ten, hundred, and thousand.
 - Solve problems, using rounding of numbers, 9,999 or less, to the nearest ten, hundred, and thousand.
 - Determine which of two whole numbers between 0 and 9,999 is greater.
 - Determine which of two whole numbers between 0 and 9,999 is less.
 - Compare two whole numbers between 0 and 9,999, using the symbols >, <, or =.
 - Use the terms *greater than*, *less than*, and *equal to* when comparing two whole numbers.

CHESAPEAKE OBJECTIVE: Order numbers through thousands.

3.2 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.

- Use the inverse relationships between addition/subtraction and multiplication/division to solve related basic fact sentences. For example, $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$; $4 \times 3 = 12$ and $12 \div 4 = \underline{\quad}$.
- Write three related basic fact sentences when given one basic fact sentence for addition/subtraction and for multiplication/division. For example, given $3 \times 2 = 6$, solve the related facts $\underline{\quad} \times 3 = 6$, $6 \div 3 = \underline{\quad}$, and $6 \div \underline{\quad} = 3$.

3.3 The student will

- a) **name and fractions (including mixed numbers) represented by a model;**
- b) **model fractions (including mixed numbers) and write the fractions' names; and**
- c) **compare fractions having like and unlike denominators, using words and symbols (>,<,$=$).**
 - Name and write fractions (including mixed numbers) represented by a model to include halves, thirds, fourths, eighths, tenths, and twelfths.
 - Use concrete materials and pictures to model at least halves, thirds, fourths, eighths, tenths, and twelfths.

- Compare fractions using the terms greater than, less than, or equal to and the symbols ($<$, $>$, and $=$). Comparisons are made between fractions with both like and unlike denominators, using models, concrete materials and pictures.

CHESAPEAKE OBJECTIVE: Write equivalent fractions using concrete or pictorial models.

3.4 The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with and without regrouping.

- Determine whether an estimate or an exact answer is an appropriate solution for practical addition and subtraction problems-situations involving single-step and multistep problems.
- Determine whether to add or subtract in practical problem situations.
- Estimate the sum or difference of two whole numbers, each 9,999 or less when an exact answer is not required.
- Add or subtract two whole numbers, each 9,999 or less.
- Solve practical problems involving the sum of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
- Solve practical problems involving the difference of two whole numbers, each 9,999 or less, with or without regrouping, using calculators, paper and pencil, or mental computation in practical problem situations.
- Solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.

CHESAPEAKE OBJECTIVE: *Solve multistep word problems.

*Now part of SOL

3.5 The student will recall the multiplication facts through the twelve table, and the corresponding division facts.

- Recall and state the multiplication and division facts through the twelves table.
- Recall and write the multiplication and division facts through the twelves table.

CHESAPEAKE OBJECTIVE: Multiply three factors using associative property.
Solve problems by choosing correct operations.
Develop and use divisibility rules for five and ten.

3.6 The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.

- Model multiplication, using area, set, and number line models.
- Model division, using area, set, and number line models.
- Solve multiplication problems, using the multiplication algorithm, where one factor is 99 or less and the second factor is 5 or less.
- Create and solve word problems involving multiplication, where one factor is 99 or less and the second factor is 5 or less.

CHESAPEAKE OBJECTIVE: Estimate the product of two numbers, one factor 999 or less and the second factor 9 or less.

3.7 The student will add and subtract proper fractions having like denominators of 12 or less.

- Demonstrate a fractional part of a whole, using
 - region/area models (e.g., pie pieces, pattern blocks, geoboards, drawings);
 - set models (e.g., chips, counters, cubes, drawings); and
 - length/measurement models(e.g., nonstandard units such as rods, connecting cubes, and drawings).
- Name and write fractions and mixed numbers represented by drawings or concrete materials.
- Represent a given fraction or mixed number, using concrete materials, pictures, and symbols. For example, write the symbol for one-fourth and represent it with concrete materials and/or pictures.
- Add and subtract with proper fractions having denominators of 12 or less, using concrete materials and pictorial models representing area/regions (circles, squares, and rectangles), length/measurements (fraction bars and strips), and sets (counters).

3.8 The student will determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the bills and coins, and make change.

- Count the value of collections of coins and bills up to \$5.00.
- Compare the values of two sets of coins or bills, up to \$5.00, using the terms *greater than*, *less than*, and *equal to*.
- Make change from \$5.00 or less.

CHESAPEAKE OBJECTIVE: Round money amounts to the nearest \$1.00 and \$10.00.

3.9 The student will estimate and use U.S Customary and metric units to measure

- a) length to the nearest $\frac{1}{2}$ inch, foot, yard, centimeter, and meter;

- b) **liquid volume in cups, pints, quarts, gallons, and liters;**
- c) **weight/mass in ounces, pounds, grams, and kilograms; and**
- d) **area and perimeter**
 - Estimate and use U.S. Customary and metric units to measure lengths of objects to the nearest 12 of an inch, inch, foot, yard, centimeter, and meter.
 - Determine the actual measure of length using U.S. Customary and metric units to measure objects to the nearest 12 of an inch, foot, yard, centimeter, and meter.
 - Estimate and use U.S. Customary and metric units to measure liquid volume to the nearest cup, pint, quart, gallon, and liter.
 - Determine the actual measure of liquid volume using U.S. Customary and metric units to measure to the nearest cup, pint, quart, gallon, and liter.
 - Estimate and use U.S. Customary and metric units to measure the weight/mass of objects to the nearest ounce, pound, gram, and kilogram.

CHESAPEAKE OBJECTIVE: * Estimate and measure length to the nearest $\frac{1}{2}$ inch.

*Now part of SOL

3.10 The student will

- a) **measure the distance around a polygon in order to determine perimeter;**
- b) **count the number of square units needed to cover a given surface in order to determine area.**
 - Measure each side of a variety of polygons and add the measures of the sides to determine the perimeter of each polygon.
 - Determine the area of a given surface by estimating and then counting the number of square units needed to cover the surface.

3.11 The student will

- a) **tell time to the nearest minute, using analog and digital clocks; and**
- b) **determine elapsed time in one-hour increments over a 12-hour period.**
 - Tell time to the nearest minute, using analog and digital clocks.
 - Match the times shown on analog and digital clocks to written times and to each other.
 - When given the beginning time and ending time, determine the elapsed time in one-hour increments within a 12-hour period (times do not cross between a.m. and p.m.).
 - Solve practical problems in relation to time that has elapsed.

CHESAPEAKE OBJECTIVE: *Choose appropriate units to measure time.
* Find elapsed time to the hour on a clock.

*Now part of SOL

3.12 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.

- Identify equivalent relationships observed in a calendar, including the number of days in a given month, the number of days in a week, the number of days in a year, and the number of months in a year.
- Identify the number of minutes in an hour and the number of hours in a day.

CHESAPEAKE OBJECTIVE: Locate dates on a time line.

3.13 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.

- Read temperature to the nearest degree from real Celsius and Fahrenheit thermometers and from physical models (including pictorial representations) of such thermometers.

3.14 The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.

- Identify models and pictures of plane geometric figures (circle, square, rectangle, and triangle) and solid geometric figures (cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by name.
- Identify and describe plane geometric figures by counting the number of sides and angles.

- Identify and describe solid geometric figures by counting the number of angles, vertices, edges, and by the number and shape of faces.
 - Compare and contrast characteristics of plane and solid geometric figures (e.g., circle/sphere, square/cube, triangle/square pyramid, and rectangle/rectangular prism), by counting the number of sides, angles, vertices, edges, and the number and shape of faces.
 - Compare and contrast characteristics of solid geometric figures (i.e., cube, rectangular prism, square pyramid, sphere, cylinder, and cone) to similar objects in everyday life (e.g., a party hat is like a cone).
 - Identify characteristics of solid geometric figures (cylinder, cone, cube, square pyramid, and rectangular prism).
- 3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines.**
- Identify examples of points, line segments, rays, angles, and lines.
 - Draw representations of points, line segments, rays, angles, and lines, using a ruler or straightedge.
- CHESAPEAKE OBJECTIVE:** *Identify and draw lines and rays.
*Now part of SOL
- 3.16 The student will identify and describe congruent and noncongruent plane figures.**
- Identify examples of congruent and noncongruent figures. Verify their congruence by laying one on top of the other using drawings or models.
 - Determine and explain why plane figures are congruent or noncongruent, using tracing procedures.
- 3.17 The student will**
- collect and organize data, using observations, measurements, surveys, or experiments;**
 - construct a line plot, a picture graph, or a bar graph to represent the data; and**
 - read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.**
- Formulate questions to investigate.
 - Design data investigations to answer formulated questions, limiting the number of categories for data collection to four.
 - Collect data, using surveys, polls, questionnaires, scientific experiments, and observations.
 - Organize data and construct a bar graph on grid paper representing 16 or fewer data points for no more than four categories.
 - Construct a line plot with no more than 30 data points.
 - Read, interpret and analyze information from line plots by writing at least one statement.
 - Label each axis on a bar graph and give the bar graph a title. Limit increments on the numerical axis to whole numbers representing multiples of 1, 2, 5, or 10.
 - Read the information presented on a simple bar or picture graph (e.g., the title, the categories, the description of the two axes).
 - Analyze and interpret information from picture and bar graphs, with up to 30 data points and up to 8 categories, by writing at least one sentence.
 - Describe the categories of data and the data as a whole (e.g., data were collected on four ways to cook or prepare eggs — scrambled, fried, hard boiled, and egg salad — eaten by students).
 - Identify parts of the data that have special characteristics, including categories with the greatest, the least, or the same (e.g., most students prefer scrambled eggs).
 - Select a correct interpretation of a graph from a set of interpretations of the graph, where one is correct and the remaining are incorrect. For example, a bar graph containing data on four ways to cook or prepare eggs — eaten by students show that more students prefer scrambled eggs. A correct answer response, if given, would be that more students prefer scrambled eggs than any other way to cook or prepare eggs.
- 3.18 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.**
- Define probability as the chance that an event will happen.
 - List all possible outcomes for a given situation (e.g., heads and tails are the two possible outcomes of flipping a coin).
 - Identify the degree of likelihood of an outcome occurring using terms such as *impossible*, *unlikely*, *as likely as*, *equally likely*, *likely*, and *certain*.
- 3.19 The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.**
- Recognize repeating and growing numeric and geometric patterns (e.g., skip counting, addition tables, and multiplication tables).
 - Describe repeating and growing numeric and geometric patterns formed using numbers, tables, and/or pictures, using the same or different forms.

- Extend repeating and growing patterns of numbers or figures using concrete objects, numbers, tables, and/or pictures.

3.20 The student will

- investigate the identity and the commutative properties for addition and multiplication; and**
- identify examples of the identity and commutative properties for addition and multiplication.**
 - Investigate the identity property for addition and determine that when the number zero is added to another number or another number is added to the number zero, that number remains unchanged. Examples of the identity property for addition are $0 + 2 = 2$; $5 + 0 = 5$.
 - Investigate the identity property for multiplication and determine that when the number one is multiplied by another number or another number is multiplied by the number one, that number remains unchanged. Examples of the identity property for multiplication are $1 \times 3 = 3$; $6 \times 1 = 6$.
 - Recognize that the commutative property for addition is an order property. Changing the order of the addends does not change the sum ($5 + 4 = 9$ and $4 + 5 = 9$).
 - Recognize that the commutative property for multiplication is an order property. Changing the order of the factors does not change the product ($2 \times 3 = 3 \times 2$).
 - Write number sentences to represent equivalent mathematical relationships (e.g., $4 \times 3 = 14 - 2$).
 - Identify examples of the identity and commutative properties for addition and multiplication.

SCIENCE

The third-grade standards place increasing emphasis on conducting investigations. Students are expected to be able to develop questions, formulate simple hypotheses, make predictions, gather data, and use the metric system with greater precision. Using information to make inferences and draw conclusions becomes more important. In the area of physical science, the standards focus on simple and compound machines, energy, and a basic understanding of matter. Behavioral and physical adaptations are examined in relation to the life needs of animals. The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, the water cycle, and animal and plant life cycles. Geological concepts are introduced through the investigation of the components of soil.

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:

- observations are made and are repeated to ensure accuracy;**
- predictions are formulated using a variety of sources of information;**
- objects with similar characteristics or properties are classified into at least two sets and two subsets;**
- natural events are sequenced chronologically;**
- length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques;**
- time is measured to the nearest minute using proper tools and techniques;**
- questions are developed to formulate hypotheses;**
- data are gathered, charted, graphed and analyzed;**
- unexpected or unusual quantitative data are recognized**
- inferences are made and conclusions are drawn;**
- data are communicated;**
- model is designed and built; and**
- 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:

- purpose and function of simple machines;**
- types of simple machines;**
- compound machines, and**
- 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:

- objects are made of one or more materials;**
- physical properties remain the same as material is change in visible size;**

- 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 adaptation; 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 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.

- 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 understanding 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.

HISTORY AND SOCIAL SCIENCE

Introduction to History and the Social Sciences

The standards for grade three students include an introduction to the heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. Students will explain the importance of the basic principles of democracy and identify the contributions of selected individuals. Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans by common principles.

History

- 3.1 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.**
- 3.2 The student will study the early West African empires of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).**
- 3.3 The student will study the exploration of the Americas by:**
 - a) describing the accomplishments of Christopher Columbus, Juan Ponce de Leon, Jacques Cartier, and Christopher Newport;**
 - b) identifying reasons for exploring, the information gained, and the results from the travels, and the impact of the travels on American Indians.**

Geography

- 3.4 The student will develop map skills by:**
 - a) locating Greece, Rome, and West Africa;**
 - b) describing the physical and human characteristics of Greece, Rome, and West Africa; and**
 - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.**
- 3.5 The student will develop map skills by:**
 - a) positioning and labeling the seven continents and five oceans to create a world map;**
 - b) using the equator and prime meridian to identify the Northern, Southern, Eastern and Western hemispheres;**
 - c) locating the countries of Spain, England, and France;**
 - d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan de Leon (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport, (Jamestown, Virginia);**
 - e) locating specific places on a simple letter-number grid system.**
- 3.6 The student will read and construct maps, table, graphs and/or charts.**

Economics

- 3.7 The student will explain how producers in ancient Greece Rome and the West African empire of Mail used natural resources, human resources, and capital resources in the production of goods and services.**
- 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in producing some things and trade for the rest.**
- 3.9 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

- 3.10 The student will recognize the importance of government in community, Virginia, and the United States of America by:**
 - a) explaining the purpose of rules and laws;**
 - b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;**
 - c) explaining that government protects the rights and property of individuals.**
- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by:**
 - a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;**
 - b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr. and Cesar Chavez;**
 - c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms.**

- d) describing how people can serve the community, state, and nation.

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

MUSIC

Music Theory/Literacy

3.1 The student will read and notate music, including:

- a) identifying written melodic movement as step, leap, or repeat;
- b) demonstrating the melodic shape (contour) of a written musical phrase;
- c) using traditional notation to write melodies on the treble staff;
- d) reading melodies of increasing complexity based on a pentatonic scale;
- e) dividing rhythms into measures;
- f) reading and notating rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes; and
- g) explaining the functions of basic music symbols.

Performance

3.2 The student will sing a varied repertoire of songs alone and with others, including:

- a) singing in tune with a clear tone quality;
- b) singing melodies within the range of an octave;
- c) singing melodies written on the treble staff;
- d) singing with expression, using a wide range of tempos and dynamics;
- e) singing rounds, partner songs, and ostinatos in two-part ensembles; and
- f) maintaining proper posture for singing.

3.3 The student will play a variety of pitched and non-pitched instruments alone and with others, including:

- a) playing music in two-part ensembles;
- b) playing melodies written on the treble staff;
- c) playing with expression, using a wide range of tempos and dynamics;
- d) accompanying songs and chants with I and V(V⁷) chords; and
- e) demonstrating proper playing techniques.

3.4 The student will perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests, and dotted half notes.

3.5 The student will demonstrate understanding of meter by:

- a) determining strong and weak beats; and
- b) performing sets of beats grouped in twos and threes.

3.6 The student will respond to music with movement by:

- a) illustrating sets of beats grouped in twos and threes;
- b) creating movement to illustrate rondo form;
- c) performing non-choreographed and choreographed movements, including line and circle dances; and
- d) performing dances and other music activities from a variety of cultures.

3.7 The student will create music by:

- a) improvising rhythmic question-and-answer phrases;
- b) improvising accompaniments, including ostinatos; and
- c) composing pentatonic melodies, using traditional notation.

Music History and Cultural Context

3.8 The student will explore historical and cultural aspects of music by:

- a) recognizing four music compositions from four different periods of music history and identifying the composers; and
- b) listening to and describing examples of non-Western instruments.

3.9 The student will demonstrate audience and participant behaviors appropriate for the purposes and settings in which music is performed.

3.10 The student will describe the relationships between music and other fields of knowledge.

Analysis, Evaluation, and Critique

3.11 The student will analyze music by:

- a) identifying and explaining examples of musical form;
- b) identifying instruments from the four orchestral families visually and aurally;
- c) listening to and describing basic music elements, using music terminology; and
- d) comparing and contrasting stylistic differences in music from various styles and cultures.

3.12 The student will evaluate and critique music by describing music compositions and performances.

3.13 The student will collaborate with others to create a musical presentation and acknowledge individual contributions as an integral part of the whole.

Aesthetics

3.14 The student will examine ways in which the music of a culture reflects its people's attitudes and beliefs.

3.15 The student will explain personal motivations for making music.

3.16 The student will describe why music has quality and value.

PHYSICAL EDUCATION

Motor Skill Development

3.1 The student will demonstrate mature form (all critical elements) for a variety of skills and apply skills in increasingly complex movement activities.

- a) Demonstrate the critical elements for overhand throw and catch using a variety of objects; control, stop, and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement upward and forward; strike/bat ball off tee (correct grip, side to target, hip rotation); jump/land horizontally (distance) and vertically (height).
- b) Demonstrate a self-turn rope sequence of four different jumps.
- c) Demonstrate simple dances in various formations.
- d) Perform an educational gymnastic sequence with balance, transfer of weight, travel, and change of direction.
- e) Create and perform a dance sequence with different locomotor patterns, levels, shapes, pathways, and flow.

Anatomical Basis of Movement

3.2 The student will identify major structures of the body, to include body systems, muscles, and bones, and identify basic movement principles.

- a) Apply the concept of open space while moving.
- b) Identify major muscles, to include hamstrings and triceps.
- c) Describe the components and function of the cardiorespiratory system, to include heart, lungs, and blood vessels.
- d) Identify major bones, to include femur, tibia, fibula, humerus, radius, and ulna
- e) Name one activity and the muscles and bones that help the body perform the activity.

Fitness Planning

3.3 The student will describe the components and measures of health-related fitness.

- a) Explain the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition).
- b) Identify one measure for each component of health-related fitness.
- c) Demonstrate one activity for each component of health-related fitness.
- d) Identify that there are levels of intensity in moderate to vigorous physical activity (MVPA).

Social Development

3.4 The student will demonstrate an understanding of the purposes for rules, procedures, and respectful behaviors, while in various physical activity settings.

- a) Explain the importance of rules for activities.
- b) Provide input into establishing and demonstrate implementation of rules and guidelines for appropriate behavior in physical activity settings.
- c) Describe the importance of cooperating and work cooperatively with peers to achieve a goal.
- d) Implement teacher feedback to improve performance.

- e) Provide appropriate feedback to a classmate.
- f) Describe one group physical activity to participate in for enjoyment.

Energy Balance

- 3.5 The student will describe energy balance.
- a) Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out).
 - b) Identify one food per group to create a healthy meal that meets USDA guidelines.
 - c) Identify healthy hydration choices and the amount of water needed for the body to function, using the formula one ounce of water per two pounds of body weight.
 - d) Identify the macronutrients (fat, protein, carbohydrates).
 - e) Identify foods that are healthy sources of each macronutrient

ART

Visual Communication and Production

- 3.1 The student will identify innovative solutions used by artists to solve art-making problems.
- 3.2 The student will describe and use steps of the art-making process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.3 The student will identify craftsmanship in works of art.
- 3.4 The student will use imaginative and expressive strategies to create works of art.
- 3.5 The student will develop ideas inspired by a variety of sources, including print, nonprint, and contemporary media, for incorporation into works of art.
- 3.6 The student will create works of art that communicate ideas, themes, and feelings.
- 3.7 The student will use the following in works of art:
 - 1. Color—intermediate, warm, cool
 - 2. Space—positive, negative
 - 3. Balance—symmetry, asymmetry, radial
 - 4. Contrast
 - 5. Pattern—motifs
- 3.8 The student will use organic and geometric shapes in observational drawing.
- 3.9 The student will identify and use foreground, middle ground, and background in two-dimensional works of art.
- 3.10 The student will use subtractive and additive processes in various media, including clay, to create sculptures.

Art History and Cultural Context

- 3.11 The student will identify how works of art and craft reflect times, places, and cultures.
- 3.12 The student will identify distinguishing characteristics of genres of art, including landscape, seascape, and cityscape.
- 3.13 The student will identify how history, culture, and the visual arts influence each other.
- 3.14 The student will identify common attributes of works of art created by artists within a culture.
- 3.15 The student will examine the relationship between form and function in the artifacts of a culture.
- 3.16 The student will compare and contrast art and architecture from other cultures.
- 3.17 The student will identify common characteristics of various art careers.

Analysis, Evaluation, and Critique

- 3.18 The student will analyze and interpret portrait, landscape, still life, and narrative works of art.
- 3.19 The student will analyze personal works of art, using elements of art and principles of design.
- 3.20 The student will express informed judgments about works of art.

Aesthetics

- 3.21 The student will describe the difference between art and non-art objects.
- 3.22 The student will determine reasons why art has quality and value.
- 3.23 The student will develop and describe personal reasons for valuing works of art.