

# 3rd Grade Standards by Quarter

Quarter 1, 2017-2018

Power Standards	SC-CCR	Q1	Q2	Q3	Q4	New Standards SC-CCR	Parent Friendly Standards
I can use phonics and word parts to help me read 3rd grade words.	RL 3.1	x	x	x	x	Identify and know the meaning of the most common prefixes and derivational suffixes.	I can read and understand words with common prefixes and suffixes.
	RI.3.1	X	X	X	X	RI.3.1 Identify and know the meaning of the most	I can read and understand words with common prefixes and
	RL.10.2	X	X	X	X	RL 10.2 Determine the meaning of a word when an affix is added to a base word.	I can determine meanings of words when using prefixes and suffixes.
	RI 3.6	x	x	x	x	RI 3.6 Read grade-appropriate irregularly-spelled words.	I can read third grade words that do not follow spelling "rules."
	RL.3.6	X	X	X	X	RL 3.6 Read grade-appropriate irregularly-spelled words.	I can read third grade words that do not follow spelling "rules."
I can find the meanings of unknown words and phrases.	RL.10.5	X	X	X	X	RL 10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	I can use books and electronic resources to help me find the pronunciation and meanings of new words.
	RL.10.6 RI.9.5	X	X	X	X	RL 10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances. RI 9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	I use words and phrases that are specific to the subjects that I am learning.
I can read and understand third grade fiction.	RL.13.1	X	X	X	X	RL.13.1 Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading.
	RL.11.1	X				RL.11.1 Explain the differences between the first and third person points of view.	I can understand and describe different points of view.
	RL.11.2	X			X	RL 11.2 Compare and contrast the reader's point of view to that of the narrator or a character.	I can tell the difference between what I think and what the author or characters might think.
	RL.13.2	X	X	X	X	RL.13.2 Read independently for sustained periods of time to build stamina.	I can read for a long time by myself.
	RL.13.3	X	X	X	X	RL.13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can think deeply about the texts I read, and I can write or talk about my thinking.
	RL.5.1	X				RL 5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	I can ask and answer questions to show what I understand and the stories that I am reading.

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	RL.8.1	X				RL 8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	I can describe characters and explain how their actions affect the story and how cultural and historical context affects the text.
	RL.4.2	X	X	X	X	RL 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	I can read third grade grade level poetry fluently, accurately, and with expression.
I can read and understand third grade nonfiction.	RI.12.1	X	X	X	X	RI.12.1 Engage in whole and small group reading with purpose and understanding.	I can participate in whole and small group reading.
	RI.12.2	X	X	X	X	RI.12.2 Read independently for sustained periods of time.	I can read independently for a long period of time.
	RI.12.3	X	X	X	X	RI.12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	I can read and comprehend informational texts.
	RI 4.2	x	x	x	x	RI 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.	I can read third grade level nonfiction and poetry fluently, accurately, and with expression.
I can use what I know	W.5.1	X				W 5.1 Capitalize appropriate words in titles, historical	I can capitalize titles.

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about grammar and conventions when I write and speak.	W.4.1	X	X	X	X	<p>W 4.1 When writing:</p> <p>a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;</p> <p>b. form and use regular and irregular plural nouns; use abstract nouns;</p> <p>c. form and use regular and irregular verbs;</p> <p>d. form and use the simple verb tenses;</p> <p>e. ensure subject-verb and pronoun-antecedent agreement;</p> <p>f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;</p> <p>g. form and use prepositional phrases;</p> <p>h. use coordinating and subordinating conjunctions; and</p> <p>i. produce simple, compound, and complex sentences.</p>	I can use standard English grammar.
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I can plan, organize and produce different kinds of 3rd grade writing.	W.3.1	X			X	W 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. establish a situation and introduce a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use temporal words and phrases to signal event order; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and h. provide a sense of closure.	I can write to tell a story.
	W.6.5	X	X	X	X	Connect upper-and lower-case letters effeciently and proportionately in cursive handwriting.	I can write in cursive.
	W.6.4	X	X	X	X	Continue to develop effective keyboarding skills.	I can type my stories.
	C.2.1	X	X	X	X	C.2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, catatgorize and organize.	I can take notes.
I can participate in research to gather and present information.	C.1.3	X	X	X	X	C 1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one’s own turn in a respectful way.	I can follow appropriate rules for discussion, such as taking my turn.

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I can effectively communicate with others.	C.2.2	X	X	X	X	C 2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	I can report on a topic or tell a story with correct and appropriate facts while speaking at a good pace.
	C.3.1	X	X	X	X	C.3.1 Compare how ideas and topics are depicted in a variety of media and formats.	I can identify a variety of presentation formats.
	C.1.4	X	X	X	X	C1.4 Engage in focused conversation about grade appropriate topics and texts; build on ideas of others to clarify thinking and express new thoughts.	I can follow appropriate rules for discussion, such as taking my turn.
	C.1.5	X	X	X	X	C 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	I can explain my own thinking and ideas after a discussion.
	C.1.1	X	X	X	x	C 1.1 Explore and create meaning through conversation and interaction with peers and adults.	I can ask questions to help me understand discussions and stay on topic.
	C.1.2	X	X	X	X	C 1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	I can come to discussions prepared to share my ideas.
I can use what I know about grammar and conventions when I write and speak.	W.5.3	X	X	X	X	W 5.3 Use conventional spelling for high- frequency words, previously studied words, and for adding suffixes to base words.	I can correctly spell commonly used words and words with suffixes.
	W.5.4	X	X	X	X	W 5.4 Use spelling patterns and generalizations.	I can use spelling patterns to write new words.
I can solve problems using addition, subtraction, multiplication and division and explain patterns.	3.ATO.8	X	X		X	3.ATO.8 Solve two-step real- world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity. <b>Assess addition and subtraction in 1st Qtr. Assess multiplication and division in 2nd Qtr.</b>	I can use addition, subtraction, multiplication, division to solve all kinds of word problems.
	3.ATO.9	X				3.ATO.9 Identify a rule for an arithmetic pattern (including patterns in the addition table or multiplication table).	I can find patterns in addition and multiplication tables.
	3.NBST.2	X				3.NBST.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	I can add and subtract numbers within 1000.

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I can read, write, compare and order numbers.	3.NBST.1	X				3.NBST.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	I can round numbers to the nearest 10 or 100.
	3.NBST.4	x				<b>3.NSBT.4</b> Read and write numbers through 999,999 in standard form and equations in expanded form.	I can read and write numbers in standard and expanded form.
	3.NBST.5	x				<b>3.NSBT.5</b> Compare and order numbers through 999,999 and represent the comparison using the symbols >, =, or <.	I can compare and order numbers using >, =, or <.
I can tell about and display data.	3.MDA.3	X				3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	I can create a picture or bar graph to show data and solve problems using the information from the graphs.
Social Studies							
I can tell you about the places and regions of South Carolina.	3-1.1	X				Categorize the six landform regions of South Carolina—the Blue Ridge, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their climate, physical features, and natural resources.	I can locate the six regions of South Carolina and I can tell you about their features.
I can tell you about the places and regions of South Carolina.	3-1.2	X				Describe the location and characteristics of significant features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions.	I can locate the landforms and river systems of South Carolina.
I can tell you about the places and regions of South Carolina.	3-1.3				X	Explain interactions between the people and the physical landscape of South Carolina over time, including the effects on population distribution, patterns of migration, access to natural resources, and economic development.	I can explain why people live in different regions of South Carolina.
I understand why people explored and settled in South Carolina.	3-2.1	X				Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee.	I can tell where and how the Yemassee, Catawba, and Cherokee Native Americans lived.

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I understand why people explored and settled in South Carolina.	3-2.2	X				Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English.	I can tell why explorers came to South Carolina from Spain, France, and England.
I understand why people explored and settled in South Carolina.	3-2.3	X				Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina.	I can explain how explorers and Native Americans interacted.
I understand why people explored and settled in South Carolina.	3-2.4	X				Summarize the development of the Carolina colony under the Lords Proprietors and the royal colonial government, including settlement by and trade with the people of Barbados and the influence of other immigrant groups.	I can tell about the Lords Proprietors and the royal colonial government, and their effects on the Carolina colony.
I understand why people explored and settled in South Carolina.	3-2.5	X				Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; slave contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery.	I can tell how the role of Africans influenced the culture and economy of South Carolina.
I understand South Carolina's role in the American Revolution.	3-3.1		X			Summarize the causes of the American Revolution, including Britain's passage of the Stamp Act, the Tea Act, and the Intolerable Acts; the rebellion of the colonists; and the writing of the Declaration of Independence.	I can tell about the causes of the American Revolution.
I understand South Carolina's role in the American Revolution.	3-3.2		X			Compare the perspectives of South Carolinians during the American Revolution, including Patriots, Loyalists, women, enslaved and free Africans, and Native Americans.	I can tell how different groups of South Carolinians felt and acted during the American Revolution.
I understand South Carolina's role in the American Revolution.	3-3.3		X			Summarize the course of the American Revolution in South Carolina, including the role of William Jasper and Fort Moultrie; the occupation of Charles Town by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens, Kings Mountain, and Eutaw Springs.	I can tell about famous people, places and battles in South Carolina during the American Revolution.

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I understand South Carolina's role in the American Revolution.	3-3.4		X		Summarize the effects of the American Revolution, including the establishment of state and national governments.	I can tell how our state and national government were formed.
I understand South Carolina's role in the American Revolution.	3-3.5		X		Outline the structure of state government, including the branches of government (legislative, executive, and judicial), the representative bodies of each branch (general assembly, governor, and supreme court), and the basic powers of each branch.	I can tell about the different branches of government what they do.
I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.1			X	Compare the economic conditions for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the enslaved and free African Americans.	I can tell about the different groups of people and their roles.
I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.2			X	Summarize the development of slavery in antebellum South Carolina, including the invention of the cotton gin and the subsequent expansion of and economic dependence on slavery.	I can tell how and why South Carolinians depended on slavery.
I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.3			X	Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights.	I can tell why South Carolina left the Union.



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I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.4			X		Summarize the course of the Civil War in South Carolina, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, the significance of the <i>Hunley</i> submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state.	I can tell about the major events in South Carolina during the Civil War.
I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.5			X		Explain how the destruction caused by the Civil War affected the economy and daily lives of South Carolinians, including the scarcity of food, clothing, and living essentials and the continuing racial tensions.	I can tell about the struggles South Carolinians faced after the Civil War.
I understand life in South Carolina between the Revolutionary War and Civil War, the causes and effects of the wars, and how South Carolina recovered.	3-4.6			X		Summarize the positive and negative effects of Reconstruction in South Carolina, including the development of public education; the establishment of sharecropping, racial advancements and tensions; and the attempts to rebuild towns, factories, and farms. .	I can tell about how South Carolina recovered after the Civil War.
I understand the major developments in South Carolina after the Civil War.	3-5.1				X	Summarize the social and economic impact of developments and agriculture, industry and technology, including the creation of Jim Crow Laws, the rise and fall of textile markets and the expansion of the railroad.	I can tell how industry grew and laws changed.

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I understand the major developments in South Carolina after the Civil War.	3-5.2				X	Explain the causes and impact of emigration from South Carolina and internal migration from rural areas to the cities, including discrimination and unemployment; poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations.	I can tell why people moved to big cities and how people were treated unfairly.
I understand the major developments in South Carolina after the Civil War.	3-5.3				X	Explain the effects of the Great Depression on daily in South Carolina, including the widespread poverty and unemployment and the efforts of the federal government to create jobs through a variety of New Deal programs.	I can tell how the Great Depression affected South Carolinians.
I understand the major developments in South Carolina after the Civil War.	3-5.4				X	Summarize the social and economic impact of World War II and the Cold War on South Carolina, including the end of the Great Depression, improvements in modern conveniences, increase opportunities for women and African Americans and the significance of the opening and eventual closing of military bases.	I can tell how World War II and new inventions helped different groups of people in South Carolina.
I understand the major developments in South Carolina after the Civil War.	3-5.5				X	Summarize the development of economic, political, and social opportunities of African Americans in South Carolina, including Jim Crow Laws, the desegregation in schools (Briggs vs Elliott) and other public facilities and efforts of African Americans to achieve the right to vote.	I can tell how life for African Americans in South Carolina changed.
I understand the major developments in South Carolina after the Civil War.	3-5.6				X	Describe the growth of tourism and its impact on the economy of South Carolina, including the development of historic sites, state parks, and resorts and the expanding transportation systems that allow for greater access to our state.	I can tell why people want to visit South Carolina today.
<b>Power Standards</b>	<b>SC-CCR</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>New Standards SC-CCR</b>	<b>Parent Friendly Standards</b>
I understand what the Earth is made of and	3.E.4A.1		x			Analyze and interpret data from observations and measurements to describe and compare different	I can sort different types of rocks and soils. I can identify common minerals using a chart.

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how its shape changes with time.	3.E.4A.2		x		Develop and use models to describe and classify the pattern and distribution of land and water features on Earth.	I can tell about different saltwater and freshwater features.
	3.E.4A.3		x		Obtain and communicate information to exemplify how humans obtain, use, and protect renewable and nonrenewable Earth resources.	I can tell how earth materials are used for energy, building, and growing.
	3.E.4B.1		x		Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, plains, and islands.	I can tell about different land features.
	3.E.4B.2		x		Plan and conduct scientific investigations to determine how natural processes (including weathering, eroision, and gravity) shape Earth's surface.	I can illustrate how slow and fast changes occur on the earth.
	3.E.4B.3		x		Obtain and communicate information to explain how natural events(such as fires, landslides, earthquakes, volcanic eruptions, or floods) and human activities (such as farming, mining, or building) impact the environment.	I can explain how natural events and people affect the environment.
	3.E.4B.4		x		Define problems caused by a natural event or human activity and design devices or solutions to reduce the impact on the environment.	I can solve problems related to natural events.
I can use properties to classify matter; I can describe how heat can change matter.	3.P.2A.1	x			Analyze and interpret data from observations and measurements to describe and compare the physical properties of matter (including length, mass, temperature, and volume of liquids).	I can sort solids, liquids, and gases.
	3.P.2A.2	x			Construct explanations using observations and measurements to describe how matter can be classified as a solid, liquid or gas.	I can explain how I sort solids, liquids, and gases.
	3.P.2A.3	x			Plan and conduct scientific investigations to determine how changes in heat (increase or decrease) change matter from one state to another (including melting, freezing, condensing, boiling, and	I can tell how matter changes when heat is removed or added.

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	3.P.2A.4	x				Obtain and communicate information to compare how different processes (including burning, friction, and electricity) serve and sources of heat energy.	I can tell where heat comes from and how it is produced.
	3.P.2A.5	x				Define problems related to heat transfer and design devices or solutions that facilitate (conductor) or inhibit (insulator) the transfer of heat.	I can tell how heat moves through different objects.
I understand how environments affect living things.	3.L.5A.1				x	Analyze and interpret data about the characteristics of environments (including salt and fresh water, deserts, grasslands, forests, rain forests, and polar lands) to describe how the environment supports a variety of organisms.	I can tell about the habitats of plants and animals.
	3.L.5A.2				x	Develop and use a food chain model to classify organisms as producers, consumers and decomposers and to describe how organisms obtain energy.	I can tell about food chains.
	3.L.5B.1				x	Obtain and communicate information to explain how changes in habitats (such as those that occur naturally or those caused by organisms) can be beneficial or harmful to the organisms that live there.	I can tell how changes in the habitat can help or harm the things that live there.
	3.L.5B.2				x	Develop and use models to explain how changes in a habitat cause plants and animals to respond in different ways (such as hibernating, migrating, responding to light, death, or extinction).	I can tell plants and animals change by the way they look, and how they behave to live in their habitat.
	3.L.5B.3				x	Construct scientific arguments using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments.	I can tell how fossils tell us about the earth from long ago.
I understand four forms of energy: motion, sound, light and electricity. I understand that energy can change	3.P.3A.1				x	Obtain and communicate information to develop models showing how electrical energy can be	I can tell what electricity is and summarize how it works.
	3.P.3A.2				x	Develop and use models to describe the path of an electric current in a complete simple circuit as it accomplishes a task (such as lighting a bulb or making a sound).	I can model the path of electricity through a simple circuit.

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forms.	3.P.3A.3			x	Analyze and interpret data from observations and investigations to classify different materials as either an insulator or conductor of electricity.	I can determine whether a material allows a flow of electricity.
	3.P.3B.1			x	Develop and use models to describe and compare the properties of magnets and electromagnets (including polarity, attraction, repulsion, and strength.)	I can compare characteristics of permanent magnets and electromagnets.
	3.P.3B.2			x	Plan and conduct scientific investigations to determine the factors that affect the strength of an electromagnet.	I can test the strength of an electromagnet.