

3rd Grade Curriculum Map Points to Remember

Subject	1st Nine-Weeks	2nd Nine-Weeks	3rd Nine-Weeks	4th Nine-Weeks
Social Studies	Exploration and Settlement unit overlaps with 2nd 9 weeks, however 3-2.1, 3-2.2, and 3-2.3 is assessed here.	Exploration and Settlement unit continues and 3-2.4 and 3-2.5 are assessed here.	Major Developments in SC in the late 19th and 20th century begins at the end of this 9 weeks, but is not assessed until the 4th 9 weeks.	3-1.3 is assessed here because every indicator builds on it. Major Developments in SC in the late 19th and 20th century begins at the end of the 3rd 9 weeks, but will all be assessed in the 4th.
ELA Reading	No change in instruction order—however we did simplify so that most standards are not overlapping and will only be assessed in one quarter. Please note that some indicators require year long instruction, but may be marked to assess in a specific nine weeks and some will be ongoing.	No change in instruction order—however we did simplify so that most standards are not overlapping and will only be assessed in one quarter. Please note that some indicators require year long instruction, but may be marked to assess in a specific nine weeks and some will be ongoing.	No change in instruction order—however we did simplify so that most standards are not overlapping and will only be assessed in one quarter. Please note that some indicators require year long instruction, but may be marked to assess in a specific nine weeks and some will be ongoing.	No change in instruction order—however we did simplify so that most standards are not overlapping and will only be assessed in one quarter. Please note that some indicators require year long instruction, but may be marked to assess in a specific nine weeks and some will be ongoing.
ELA Writing	Foundational concepts in language such as nouns, verbs, etc. and capitalization are to be taught and assessed throughout the year. Narrative writing should be focused on personal narrative. Cursive and Keyboarding should be taught in application throughout the year.	Opinion writing unit is introduced this 9 weeks, but assessed next 9 weeks.	Continue to assess basic foundational concepts in language this should be ongoing throughout the year. Opinion writing unit is assessed.	After testing continue with standards listed before testing. Narrative will be assessed again here with fairy tale /once upon a time.
Science	Standards have changed to implementing the Science and Engineering Practices (SEPs) from the new standards. Earths Materials and Processes (name change) overlaps with 2nd 9 weeks. 3-5.3 and 3-5.4 are from the old SC standards and must be taught in the 15-16 school year. Fossils have moved to the 3 rd nine weeks. Students no longer have to recognize mold, cast, and preserved parts.	Standards have changed to implementing the Science and Engineering Practices (SEPs) from the new standards. Heat Changes and Matter are now Properties and Changes in Matter. (name change)	Standards have changed to implementing the Science and Engineering Practices (SEPs) from the new standards. Habitats and Adaptations are now Environments and Habitats (name change) *Major focus on environments Standard 3-2.1 will stay for the 15-16 school year. Fossils will be taught this nine weeks, but the focus has changed.	4 th nine weeks will be added to the document after state testing has been determined. The focus will be Electricity and Magnetism/Motion and Sound.

Math	<p>Begin with Data and Time followed by Number sense concepts to help students develop a stronger foundation.</p> <p>3.ATO.8 and 3.ATO.9 are assessed for addition and subtraction.</p> <p>Note that from 2nd to 3rd there is a large place value gap – We are going to have to bridge the gap from 999 to 999,999.</p>	<p>Not changes concept wise for 2nd nine weeks.</p> <p>3.ATO.8 and 3.ATO.9 are assessed for multiplication and division.</p>	<p>Fractions have been moved to beginning of third nine weeks before Measurement.</p> <p>Include 3.G.2 indicator is introduced along with fractions to help students apply fractional concepts when subdividing shapes.</p> <p>Measurement standards should be assessed in 3rd nine weeks. This is a change.</p> <p>*We are now only required to teach liquid volume/capacity. No longer required to teach mass.</p>	<p>Geometry has been moved to 4th nine weeks.</p>
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36				
1st Nine Weeks									2nd Nine Weeks									3rd Nine Weeks									4th Nine Weeks												
Places & Regions				Exploration & Settlement					American Revolution									Civil War & Reconstruction						Major Developments in SC in the late 19th & 20th century						STATE TESTING									
3-1.1, 3-1.2				3-2.1, 3-2.2, 3-2.3, 3-2.4, 3-2.5					3-3.1, 3-3.2, 3-3.3, 3-3.4, 3-3.5									3-4.1, 3-4.2, 3-4.3, 3-4.4, 3-4.5, 3-4.6						3-1.3, 3-5.1, 3-5.2, 3-5.3, 3-5.4, 3-5.5, 3-5.6															
Literature									Informational Text						Informational Text						Literature																		
RL.5.1,RL8.1,RL.11.1, RL.11.2C.2.1,,C.2.2,									RI.5.1, RI.6.1, RI.8.2, RI.9.2, RI.9.4,C.2.1,C.2.2,C.4.1						RI.7.1, RI. 8.1,RI.9.1, RI10.1, RI.11.1, RI.11.2, C.2.1, C2.2, C4.1, C.4.2, C.4.3, C.5.1, C.5.2,						RL.6.1, RL.7.1, RL.7.2 RL.9.1 RL.9.2, RL.10.1, RL.11.2,RL.12.1,RL, 12.2,, C.2.1, C.2.2, C.4.1, C.4.2, C.4.3, C5.1, C.5.2																		
C.1.1, C1.2, C1.3, C.1.4, C1.5, C.2.3, C.3.1, RI.12.1, RI.12.2, RI.12.3, RL.4.2, RL.13.1, RL.13.2, RL.13.3																																							
Narrative-Crafting True Stories									Information-The Art of Information Writing						Opinion-Changing the World						Narrative-Once Upon a Time																		
W.6.4, W.6.5																																							
W.3.1a-h, W.5.1, W.4.1a-i									W.2.1a-l, W5.2, W.4.1a-i						W.6.1, W.1.1a-g, W.5.2, W.5.5, W.4.1a-i						W.3.1a-h, RL10.6, W.4.1 a-i																		
South Carolina College and Career Ready Inquiry-Based Literacy Standards (5-RL.1.1, 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 5,1, 5.2, 5.3)																																							
RI.3.1, RL.10.2, RL.10.5, RL10.6, R.I9.5, W.5.3, W.5.4,																																							
Earth's Materials and Processes												Properties and Changes in Matter			Environments and Habitats												Energy: Light, Sound, Electricity, and Motion												
3.E.4A.1, 3.E.4A.2, 3.E.4A.3, 3.E.4B.1, 3.E.4B.2, 3.E.4B.3, 3-5.3,3-5.4												3.P.2A.1, 3.P.2A.2, 3.P.2A.3, 3.P.2A.4,3.P.2A.5			3-2.1, 3.L5A.1, 3.L5A.2, 3.L5B.1,3.L5B.2, 3.L5B.3												RHSD, 3.P.3A.1, 3.P.3A.2, 3.P.3B.2, 3-5.2, 3-5.3, 3-5.4, 3-5.5, 3-5.7,4-5.1, 4-5.3, 4-5.4												
Science and Engineering Practices (1-9) and Cross-Cutting Concepts (1-7)																																							
Data, Time, Place Value, Addition and Subtraction									Multiplication and Division									Fractions and Measurement									Area/Perimeter, Geometry												
South Carolina College and Career Ready Mathematical Process Standards 1-7																																							
3.MDA.3, 3.MDA.1, 3.NSBT.1, 3.NSBT.4, 3.NSBT.5, 3.NSBT.2, 3.ATO.9									3.NSBT.3, 3.ATO.1, 3.ATO.2,3.ATO.3, 3.ATO.4,3.ATO.5,3.ATO.6, 3.ATO.8, 3.ATO.9									3-NSF.1, 3-NSF.2, 3-NSF.3, 3.MDA.2, 3-MDA.4, 3.G.2									3.ATO.7,3.ATO.8, 3.MDA.5, 3.MDA.6, 3.G.1, 3.G.3, 3.G.4												

Third Grade Standards									
Power Standards	SC-CCR	Q1	Q2	Q3	Q4	New Standards SC-CCR	Parent Friendly Standards	CC Stand. Number	
ELA									
I can use phonics and word parts to help me read 3rd grade words.	RI.9.2		X			RI.9.2 Determine the meaning of a word when an affix is added to a base word.	I can determine the meanings of words when prefixes and suffixes are added to words I already know.	RI.3.5	
	RI.3.1	X	X	X	X	RI.3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.	I can read and understand words with common prefixes and suffixes.		
	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.	L.3.4 b	
I can find the meanings of unknown words and phrases.	RI.9.1			X		RI.9.1 Use paragraph-level context to determine the meaning of words and phrases.	I can use context clues to determine the meaning unknown words and phrases.		
	RI.9.4		X			RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	I can use print and multimedia to help me find the meanings of new words.		
	RL.10.1				X	RL.10.1 Use paragraph-level context to determine the meaning of words and phrases.	I can use context clues to determine the meaning 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 print and multimedia resources to help me find the pronunciation and meanings of new words.	L.3.4 d	
	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 can figure out and use words that are appropriate for third grade.	L.3.6	
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 puporse and understanding.	I can participate in whole and small group reading.		
	RL.9.1				X	RL.9.1 Identify and explain how the author uses idioms, metaphors, or personification to shape the meaning and style.	I can understand figurative language.		
	RL.11.1	X				RL.11.1 Explain the differences between the first and third person points of view.	I can understand 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.3.6	
	RL.12.1				X	RL.12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	I can write and talk about fiction by using the words for the different parts (i.e. chapter, scene, stanza).	RL.3.5	
	RL.13.2	X	X	X	X	RL.13.2 Read independently for sustained periods of time to build stamina.	I can by the end of the year, read and comprehend fictional texts at the high end of third grade level.		
	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 by the end of the year, read and comprehend fictional texts at the high end of third grade level.		
	RL.12.2				X	RL.12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	I can identify a variety of text structures.		
	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.	RL.3.1	
	RL.6.1				X	RL.6.1 Determine the theme by recalling key details that support the theme.	I can tell the theme of the story using key details.	RL.3.2	
	RL.7.1				X	RL.7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	I can explain how the author uses illustrations to help the meaning of the story.	RL.3.7	
	RL.7.2				X	RL.7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	I can compare and contrast stories written about similar characters in a series.	RL.3.9	
	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.3.3	

Third Grade Standards

	RL.9.2				X	RL.9.2 Explain how the author’s choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	I can explain author's choices to create mood, contribute meaning that adds to characters and setting	RL.3.4
	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.	RF.3.4 b
I can read and understand third grade nonfiction.	RI.7.1			X		RI.7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	I can compare and contrast different texts.	RI.3.1
	RI.10.1			X		RI.10.1 State the author’s purpose; distinguish one’s own perspective from that of the author.	I can tell the difference between what I think and what the author writes.	RI.3.6
	RI.11.1			X		RI.11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	I can use text structures to locate information.	
	RI.11.2			X		RI.11.2 Describe the structures an author uses to support specific points.	I can describe how the sentences and paragraphs in nonfiction follow a logical sequence.	RI.3.8
	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.3.10
	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.5.1		X			RI.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, using the text as support, to show that I understand the information that I am reading.	
	RI.6.1		X			RI.6.1 Summarize multi-paragraph texts using key details to support the central idea.	I can summarize and give key details of multi-paragraphs.	RF.3.3 a
	RI.8.1			X		RI.8.1 Explain how the author uses words and phrases to inform, explain, or describe.	I can explain how the author uses words and phrases.	RI.3.2
	RI.8.2		X			RI.8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	I can use text features to find information.	RI.3.9
I can use what I know about grammar and conventions when I write and speak.	W.5.1	X				W.5.1 Capitalize appropriate words in titles, historical periods, company names, products, and places.	I can capitalize titles.	W.3.3
	W.5.2			X		W.5.2 Use: a. apostrophes to form contractions and singular and plural possessives; b. quotations marks to mark direct speech; and c. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.	I can use apostrophes, commas, and quotations appropriately.	L.3.1
	W.4.1	X	X	X	X	W.4.1 When writing: a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs; b. form and use regular and irregular plural nouns; use abstract nouns; c. form and use regular and irregular verbs; d. form and use the simple verb tenses; e. ensure subject-verb and pronoun-antecedent agreement; f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; g. form and use prepositional phrases; h. use coordinating and subordinating conjunctions; and i. produce simple, compound, and complex sentences.	I can use standard English grammar.	W.3.2

Third Grade Standards

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.3.1
	W.1.1			X		W 1.1 Write opinion pieces that: a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; and g. provide a concluding statement or section.	I can write to share my opinion.	
	W.2.1		X			W 2.1 Write informative/explanatory texts that: a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; g. use transition words and phrases to connect ideas within categories of information; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section.	I can write to inform and explain ideas.	L.3.2 g
	W.6.1				X	W 6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	I can write on a regular basis with stamina for different tasks, purposes, and audiences.	L.3.2 e
	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.	
	W. 5.5				X	W 5.5 Consult print and multimedia sources to check and correct spellings.	I can use a dictionary to check and correct my spelling.	
I can participate in research to gather and present information.	C.3.2	X	X	X	X	Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas , thoughts, and feelings.	I can create multimedia presentation.	
	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.	

Third Grade Standards

	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.	SL.3.1 c
	C.5.1			X	X	C.5.1 Set a purpose and integrate craft techniques to create presentations	I can use different craft techniques and figurative language when presenting.	
	C.5.2			X	X	C.5.2 Employ indioms, metaphors, or personification when appropriate to impact the audience.	I can use different craft techniques and figurative language when presenting.	
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.2.4	X	X	X	X	C 2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	I can report on a topic or tell a story with correct and appropriate facts while speaking at a good pace.	SL.3.1 d
	C.3.1	X	X	X	X	C.3.1 Compare how ideas and topics are dipicted in a variety of media and formats.	I can identify a variety of presentation formats.	SL.3.4
	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.	SL.3.1 a
	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.	SL.3.1b
	C.4.1		X	X	X	C.4.1 Identify the presentation style a speaker uses to present content.	I can identify a variety of presentation formats.	
	C.4.2			X	X	C.4.2 Determine if the presentation has a purposeful organizational strategy with appropriate transitions.	I can identify a variety of presentation formats.	
	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.	L.3.2 f
	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.	W.3.10
	C.4.3			X	X	C.4.3 Identify why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	I can identify a variety of presentation formats.	
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.	L.3.2 a
	W.5.4	X	X	X	X	W 5.4 Use spelling patterns and generalizations.	I can use spelling patterns to write new words.	L.3.2 b

Third Grade Standards

	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.	L.3.2 f
Math								
I can use multiplication to help me understand division.	3.ATO.1 3.ATO.2		X			3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single- digit whole numbers and explain the relationship between the factors (0-10) and the product. 3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole-number quotient (0-10), divisor (1-10), and dividend.	I can understand division by thinking about how one group can be divided into smaller groups.	
	3.ATO.3		X			3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	I can use what I know about multiplication and division to solve word problems.	
	3.ATO.4		X			3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.	I can find the missing number in a multiplication or division equation.	3.OA.A.2
I can solve problems using addition, subtraction, multiplication and division and explain patterns.	3.ATO.8		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. Assess addition and subtraction in 2nd Qtr. Assess multiplication and division in 4th Qtr.	I can use addition, subtraction, multiplication, division to solve all kinds of word problems.	3.OA.B.6
	3.ATO.9	X	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.OA.C.7
	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.	3.OA.D.9
	3.NBST.3		X			Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using knowledge of place value and properties of operations.	I can multiply any one digit number by 10.	3.NBT.A.1
I can use addition and subtraction to help me understand and solve problems.	3.ATO.5		X			3.ATO.5 Apply properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.	I can use the commutative, associative, and distributive properties of multiplication.	3.OA.A.3
	3.ATO.6		X			3.ATO.6 Understand division as a missing factor problem.	I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out 32/8 because I know that 8x4=32.	3.OA.A.4
	3.ATO.7				X	3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.	I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.	3.OA.B.5
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.OA.D.8
	3.NBST.4	x				3.NSBT.4 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.NBT.A.2
	3.NBST.5	x				3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols >, =, or <.	I can compare and order numbers using >, =, or <.	3.NBT.A.3

Third Grade Standards

I understand fractions as numbers.	3.NSF.1			x		3.NSF.1 Develop an understanding of fractions (denominators limited to 2, 3, 4, 6, 8, 10) as numbers. a. A fraction 1/b (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;b. A fraction a/b is the quantity formed by a parts of size 1/b; c. A fraction is a number that can be represented on a number line based on counts of a unit fraction; d. A fraction can be represented using set, area, and linear models.	I can show and understand that fractions are equal parts of a whole.	
	3.NSF.2			X		3.NSF.2 Explain fraction equivalence (denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that: a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line; b. fraction equivalence can be represented using set, area, and linear models; c. Whole numbers can be written as fractions (e.g., 4 = 4 and 1 = 4); 14 d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	I can compare fractions by reasoning about their size.	
	3.NSF.3			X		3.NSF.3 Develop an understanding of mixed numbers (denominators limited to 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	I can understand and demonstrate how fractions are represented on a number line.	
I can tell time.	3.MDA.1	X				3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	I can tell and write time and solve problems to the nearest minute.	3.NF.A.3c.
I can measure liquid volumes.	3.MDA.2			X		3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.	I can measure liquids with milliliters, liters, and with customary units in cups, pints, quarts and gallons.	3.NF.A.3d.
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.	3.MD.A.1
	3.MDA.4			X		3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inchand organize the data in a line plot using a horizontal scale marked off in appropriate units.	I can create a line plot from measurement data where the measured objects have been measured to the nearest whole number, 1/2, or 1/4.	3.MD.A.2
I can explain area and perimeter and can solve problems involving area and perimeter.	3.MDA.5				X	3.MDA.5 Understand the conceptof area measurement. a. Recognize area as an attribute of plane figures; b. Measure area by building arrays and counting standard unit squares; c. Determine the area of a rectilinear polygon and relate to multiplication and addition.	I can understand the area of plane shapes. I can measure area in square units. I can measure area by using what I know about multiplication and addition.	3.MD.B.3
	3.MDA.6				X	3.MDA.6 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can solve real world math problems using what I know about the perimeter of shapes.	3.MD.B.4
I can identify shapes and tell how they are alike or different.	3.G.1				X	3.G.1 Understand that shapes in different categories (rhombus, rectangle, square, and other 4- sided shapes) may share attributes (4-sided figures) and the shared attributes can define a larger category (quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	I can place shapes into categories depending upon the attributes, recognize, and draw irregular and regular quadrilaterals such as rhombuses, rectangles and squares.	3.MD.C.7d
	3.G.2				X	3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.	I can divide shapes into parts with equal areas and show those areas as fractions.	3.MD.D.8
	3.G.4				X	3.G.4 Identify a three-dimensional shape (right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationshipbetween the shape and the net.	I can identify 3D shapes based on the 2D net.	3.G.A.2
I can use a right angle as a benchmark.	3.G.3				X	3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.	I can use a right angle to classify and draw angles.	3.G.A.1
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	3-1.2	X				Describe the location and characteristics of significant features of South Carolina,	I can locate the landforms and river systems of South Carolina.	

Third Grade Standards

I can tell you about the	3-1.3				X	Explain interactions between the people and the physical landscape of South	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.	
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.	
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.	

Third Grade Standards

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>Hunleys</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.	
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.	
Power Standards	SC-CCR	Q1	Q2	Q3	Q4	New Standards SC-CCR	Parent Friendly Standards	
I understand what the Earth is made of and how its shape changes with time.	3.E.4A.1	X				Analyze and interpret data from observations and measurements to describe and compare different Earth materials (including rocks, minerals, and soil) and classify each type of material based on its distinct physical properties	I can sort different types of rocks and soils. I can identify common minerals using a chart.	
	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.	3-3.1

Third Grade Standards

	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.	3-3.2
	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.	3-3.5
	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.	3-3.7
	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.	3-3.6
	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.	
I can use properties to classify matter; I can describe how heat can change matter.	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 evaporating).	I can tell how matter changes when heat is removed or added.	3-4.1
	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.	3-4.1
	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.	3-4.2
	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.	3-4.3
	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.	
I understand how environments affect living things.	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.	3-2.3
	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.	3-2.5
	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.	3-2.3
I understand four forms of energy: motion, sound, light and electricity. I understand that energy can change forms.	RHSD				x	Obtain and communicate information about energy and energy transformations.	I can tell what energy is and how energy chagnes forms.	
	3.P.3A.1				x	Obtain and communicate information to develop models showing how electrical energy can be transformed into other forms of energy (including motion, sound, heat, or light).	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.	
	3.P.3B.2				x	Plan and conduct scientific investigations to determine the factros that affect the strength of an electromagnet.	I can test the strength of an electromagnet.	
	3-5.2				x	Compare the motion of common objects in terms of speed and direction.	I can compare themotion of objects speed and direction.	
	3-5.3				x	Explain how the motion of an object is affected by the strength of a push or pull and the mass of an object.	I can tell how pushes and pulls affect the motion of objects.	
	3-5.4				x	Explain the relationship between the motion of an object and the pull of gravity.	I can explain how gravity makes objects move.	
	3-5.5				x	Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.	I can explain how vibrations result in sounds.	
	3-5.7				x	Recognize ways to change the volume of sounds.	I can list and demonstrate ways to change the volume of sounds.	
	4-5.1				x	Summarize the basic proprties of light including brightness and colors.	I can summarize the basic characteristics of light and color.	
	4-5.3				x	Summarize how light travels and explain what happens when it strikes an object (including reflection, refraction, and absorption).	I can describe reflection, refraction and absorption.	
	4-5.4				x	Compare how light behaves when it strakes transparent, translucent and opaque materials.	I can tell the difference between transparent, transluscent, and opaque materials.	