

A Guide for Parents and Families About What Your **THIRD GRADER** Should Be Learning In School This Year



This guide shares important information about the South Carolina Academic Standards. These standards outline state requirements for your child's learning program and what students across the state should be able to do in certain subjects.

A good educational system provides many tools that help children learn. Academic standards are useful for making sure:

- teachers know what is to be taught;
- children know what is to be learned; and
- parents and the public can determine how well the concepts are being learned.

The following pages provide information about the South Carolina Academic Standards for mathematics, English language arts, science and social studies for **Third Grade**. The information can help you become familiar with what your child is learning at school and may include activities to reinforce and support your child's learning, selected book titles for additional reading, and Web site addresses for extended learning. Because sites change, please preview before students begin work. This version does not include every standard taught in **Third Grade**. The complete South Carolina Academic Standards for each subject area can be found at www.ed.sc.gov.

The state-developed test, Palmetto Assessment of State Standards (PASS), is based on the South Carolina Academic Standards. Sample PASS Test items can be viewed online at www.eoc.sc.gov/informationforeducators/TestItems.htm.

South Carolina Academic Standards

Here are seven key reasons parents should be in the know about the academic standards:

1. Standards set clear, high expectations for student achievement. Standards tell what students need to do in order to progress through school on grade level.
2. Standards guide efforts to measure student achievement. Results of tests on grade-level academic standards show if students have learned and teachers have taught for mastery.
3. Standards promote educational equity for all. Instruction in every school in the state will be based on the same academic standards.

4. Standards help parents determine if children in South Carolina are taught the same subject content as children across the nation. South Carolina Academic Standards have been compared with and matched to national standards as well as standards of other states to make sure that they are challenging.
5. Standards inform parents about the academic expectations for their child. Standards give parents more specific information for helping their child at home. Parents no longer have to guess the type of help their child needs to do better in school.
6. Standards enable parents to participate more actively in parent/teacher conferences. Knowledge of the academic standards helps parents understand more about what their child is learning and what they can do at each grade level. Parents are able to have conversations with teachers about student progress in specific areas and understand more completely the progress of their child.
7. Standards help parents see how the current grade level expectations are related to successive years' expectations. Parents are able to see how their child's knowledge is growing from one year to the next.

WEB RESOURCES

South Carolina Department of Education (SCDE):
www.ed.sc.gov

South Carolina Education Oversight Committee (EOC):
www.eoc.sc.gov

South Carolina Education Television (SCETV):
www.knowitall.org

Sample PASS Test Items:
www.eoc.sc.gov/informationforeducators/TestItems.htm

ENGLISH LANGUAGE ARTS

Students should be able to:

Reading

- Use clues to make, revise, and confirm predictions about what will happen next in a story
- Understand the relationship between the person who tells a story and the point of view of the story
- Draw conclusions when reading
- Understand descriptions in stories that exaggerate, make comparisons between two unlike things (simile), or give human qualities to non-human objects or animals (personification)
- Find examples of words in a text that mimic sounds (for example, boom, crash, grr)
- Write, act, draw, dance or sing in response to reading
- Understand how characters, setting, and plot affect each other in a story
- Understand why authors choose particular words or sentence patterns
- Understand that poetry uses stanzas, rhyme, and repetition
- Read for pleasure and to gain information
- Understand the use of headings, different print styles, and captions in books
- Use graphic organizers as sources of information
- Use tables of contents, glossaries, and indexes in texts
- Find cause-and-effect relationships in reading
- Determine the meaning of a new word or a word with more than one meaning by using information from the text
- Break words into parts to determine what they mean
- Understand what similes and metaphors (words that make comparisons mean) when reading
- Recognize commonly used words
- Understand when words have opposite meanings (antonyms), mean the same thing (synonyms), or sound the same but have different meanings (homonyms)
- Give examples of words in text read that begin with the same sounds (“Knowledgeable nutty Ned needs to find his knickers.”)

Writing

- Organize writing by using lists or graphic organizers and by having discussions
- Use complete sentences including combining sentences when appropriate
- Write paragraphs that include a topic sentence, a logical sequence of supporting details, and transition words
- Use the correct forms of adjectives (for example, happy, and happiest) to compare
- Use prepositional phrases (for example, “under the table” or “over the mountains”) correctly
- Use conjunctions (including because, since, yet, or until) correctly
- Use pronouns (including I, me, he, she or him or her) correctly
- Capitalize geographic names, holidays, and historical or special events
- Use commas in the greeting and closing of a letter and when combining two sentences with a conjunction such as and or but

- Use apostrophes with possessive nouns (for example, Jill’s shirt)
- Use correct spelling for words that sound the same but have different meanings and spellings
- Write friendly letters that include a greeting, body, closing, and signature
- Write invitations that include the time, date, and place of the event
- Write stories that include characters, setting, and follow a logical sequence of events
- Write descriptions of historical people, places, or events, especially those important to South Carolina
- Create riddles or jokes
- Use correct spelling for commonly used homonyms (words that are spelled the same but have different meanings) (for example, bat-an object used to hit a ball and bat-an animal)

Research

- Generate a topic for inquiry
- Gather information from sources such as books, magazines, charts, dictionaries, encyclopedias, atlases, thesauri, and nonprint media (e.g., television, Internet)
- Organize information by classifying or sequencing
- Paraphrase information gathered about a topic of interest
- Use vocabulary that is appropriate for a particular audience or purpose when speaking
- Use pictures, objects, or charts to support oral presentations

Activities

- Encourage your child to write letters or send e-mails to family and friends
- Play “Concentration” with your child, matching words that go together based on various word categories (e.g., synonyms, antonyms, or homonyms)
- Provide a variety of types of reading materials for your child to use—books, magazines, newspapers, encyclopedias, atlases, thesauri, and nonprint media (e.g., television, the Internet)
- Have your child compile a “pretend” order for something he wants in a magazine or catalog
- Get your child a library card and visit the library regularly
- Discuss the point of view of a character in a story
- Discuss exaggerations, comparisons between two unlike things, or human qualities given to non-human objects or animals when reading aloud to your child
- Have your child make predictions about a story based on the book jacket or title of the book. Have your child confirm or revise his predictions using evidence from the story.
- Have your child use the Internet to find information, such as the time schedule for a movie
- Encourage your child to look up unknown words in a dictionary
- Create invitations for a party with your child
- Have your child write a descriptive paragraph about a picture in a magazine

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MATHEMATICS

Students should be able to:

Numbers and Operations

- Represent fractions that are less than, greater than, or equal to 1
- Recall basic multiplication facts through 12 x 12 and the corresponding division facts
- Generate strategies to multiply whole numbers by using one single-digit factor and one multi-digit factor
- Compare whole number quantities through 999,999 by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols $<$, $>$, and $=$

Algebra

- Use symbols to represent an unknown quantity in a simple addition, subtraction, or multiplication equation

Geometry

- Predict the results of a slide, flip, or turn of a geometric shape
- Find examples of points, lines, line segments, rays and angles
- Generate strategies to determine perimeters (distance around the outside of polygons)

Measurement

- Use the fewest possible number of coins when making change
- Tell time to the nearest minute

Data Analysis and Probability

- Interpret data in tables, bar graphs, pictographs, and dot plots with scale increments of one
- Predict on the basis of data whether events are *likely*, *unlikely*, *certain*, or *impossible* to occur

Activities:

Have your child:

- Use grid paper to draw a whole(s) and then shade to represent different fractional parts
- Practice multiplication and related division facts through 12 x 12 (e.g., using flashcards, recitation)
- Play greater than, less, or equal by closing their eyes, punching keys on a calculator to generate a number and then comparing two different generated numbers
- Predict what a shape will look like if it is turned, flipped or slid
- Go on a hunt to find examples of points, lines, line segments, rays, and angles in the environment
- Determine the fewest number of coins that can be used to make change when pretend shopping
- Use analog and digital clocks to tell time to the nearest minute
- Use print materials to interpret data depicted in tables, bar graphs, pictographs, and dot plots

Books:

- Dobson, Christina. *Pizza Counting*
- McMillan, Bruce. *Eating Fractions*
- Nolan, Helen. *How Much, How Many, How Far, How Heavy, How Long, How Tall is 1000?*
- Pinczes, Elinor J. *Inchworm and A Half*

Web Sites:

- <http://www.aplusmath.com> – Interactive site with games and a homework helper
- www.coolmath4kids.com – Interactive site for students
- <http://www.funbrain.com/index.html> – Interactive math activities

ENGLISH LANGUAGE ARTS

Continued

- Discuss topics that interest your child
- Have your child retell a story. Ask questions about the characters, setting, and plot.
- Make up riddles or jokes with your child and try them out on family or friends
- Make holiday signs capitalizing the name of the holiday
- Discuss cause-and-effect relationships in books or television shows

Books

- Cleary, Beverly. *Ramona Forever*
- Jenkins, Loenard. *If Only I Had a Horn: Young Lewis Armstrong*
- Krull, Kathleen. *Wilma Unlisted*
- Mendel, Gregor. *The Farmer Who Grew Peas*

- Millmen, Isaac. *Moses Goes to a Concert*
- Prelutsky, Jack. *The New Kid on the Block*
- Scieszka, John. *Knights of the Kitchen Table*
- Silverstein, Shel. *Where the Sidewalk Ends*
- Spinelli, Jerry. *Fourth Grade Rats*
- Watson, June Weaver. *Tribes of North America*
- Williams, Vera. *Amber Was Great, Essie Was Smart*

Web Sites

- Carol Hurst's Children's Literature Site – www.carolhurst.com
- Learning Page.com – www.sitesforteachers.com
- Surfing the Net with Kids – www.surfnetkids.com
- United States Department of Education – www2.ed.gov/parents
- Internet Public Library – www.ipl.org/div/kidspace/

SCIENCE

Students should be able to:

Inquiry

- Classify objects by two of their properties (attributes)
- Classify objects or events in sequential order
- Generate questions such as “What if?” or “How?” about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation
- Predict the outcome of a simple investigation and compare the result with the prediction
- Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data
- Infer meaning from data communicated in graphs, tables, and diagrams
- Explain why similar investigations might produce different results
- Use appropriate safety procedures when conducting investigations

Habitats and Adaptations

- Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats
- Explain how physical and behavioral adaptations allow organisms to survive
- Recall the characteristics of an organism’s habitat that allow the organism to survive there
- Explain how changes in the habitats of plants and animals affect their survival
- Summarize the organization of simple food chains

Earth’s Materials and Changes

- Classify rocks and soils on the basis of their properties
- Identify common minerals on the basis of their properties by using a minerals identification key
- Recognize types of fossils
- Infer ideas about Earth’s early environments from fossils of plants and animals that lived long ago
- Illustrate Earth’s saltwater and freshwater features
- Illustrate Earth’s land features by using models, pictures, diagrams, and maps
- Exemplify Earth materials that are used as fuel, as a resource for building materials, and as a medium for growing plants
- Illustrate changes in Earth’s surface that are due to slow processes and changes that are due to rapid processes

Heat and Changes in Matter

- Classify different forms of matter according to their observable and measurable properties
- Explain how water and other substances change from one state to another
- Explain how heat moves easily from one object to another through direct contact in some materials (conductors) and not so easily through other materials (insulators)
- Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity)

Motion and Sound

- Identify the position of an object relative to a reference point by using position terms such as “above,” “below,” “inside of,” “underneath,” or “on top of” and a distance scale or measurement
- Compare the motion of common objects in terms of speed and direction
- Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object
- Explain the relationship between the motion of an object and the pull of gravity
- Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another
- Compare the pitch and volume of different sounds
- Recognize ways to change the volume of sounds
- Explain how the vibration of an object affects pitch

Activities:

Have your child:

- Write a letter to the South Carolina Department of Natural Resources to research how habitats are managed and species are monitored in South Carolina
- Fill several glass bottles with different amounts of water, tap the sides of the bottles, and observe the sound. Describe how the pitch varies from one bottle to another
- Identify and classify plants and animals found in the backyard as to their role in a food chain (producer, consumer, and decomposers)
- Classify household objects (such as items in the pantry, leaves, or toys) according to two attributes (such as size, color, or shape)
- Start a rock collection and create a field guide to identify the samples
- Compare soil samples from different areas in a backyard or park. Plant seeds in the different soils and observe and record their growth
- Measure and record temperature changes every 5 minutes of hot water in a paper hot cup and a styrofoam cup

Books:

- Aiki. *Fossils Tell of Long Ago*
- Cole, Joanna. *The Magic School Bus In The Haunted Museum: A Book About Sound*
- Crossingham, John. *What Is Hibernation?*
- Hewitt, Sally. *All Kinds of Habitats*
- Hewitt, Sally. *Heat*
- Loewer, Peter and Jean. *The Moonflower*
- Pellant, Chris. *Smithsonian Handbooks: Rocks & Minerals*
- Silver, Donald. *One Small Square: Woods*
- Wilkes, Angela. *Animal Homes (Kingfisher Young Knowledge)*

Web Sites:

- AAAS Science Netlinks - www.sciencenetlinks.com
- Bill Nye the Science Guy - www.billnye.com
- Department of Natural Resources - www.dnr.state.sc.us
- ENature - www.eNature.com
- Learning Network Parent Channel - www.familyeducation.com
- NASA’s Web site for Earth Science - <http://kids.earth.nasa.gov>
- National Wildlife Federation - www.nwf.org/kids/

SOCIAL STUDIES

Students should be able to:

South Carolina Studies

- 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
- 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
- Explain interactions between the people and the physical landscape of South Carolina over time, including the effects of population distribution, patterns of migration, access to natural resources, and economic development
- Compare the culture, governance, and physical environment of the major Native American tribal groups of South Carolina, including the Cherokee, Catawba, and Yemassee
- Summarize the motives, activities, and accomplishments of the exploration of South Carolina by the Spanish, French, and English
- Describe the initial contact, cooperation, and conflict between the Native Americans and European settlers in South Carolina
- 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
- Explain the role of Africans in developing the culture and economy of South Carolina, including the growth of the slave trade; contributions to the plantation economy; the daily lives of the enslaved people; the development of the Gullah culture; and their resistance to slavery
- 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
- Compare the perspectives of South Carolinians during the American Revolution, including the Patriots, Loyalists, women, enslaved and free Africans, and Native Americans
- 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
- Summarize the effects of the American Revolution, including the establishment of state and national governments
- 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
- 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
- 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
- Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement and the concept of states' rights
- 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 Hunley submarine; the exploits of Robert Smalls; and General William T. Sherman's march through the state
- 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
- 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
- Summarize the social and economic impact of developments in agriculture, industry and technology, including the creation of Jim Crow laws, the rise and fall of textile markets, and the expansion of the railroad
- 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 areas
- Explain the effects of the Great Depression on daily life 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
- 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, increased opportunities for women and African Americans, and the significance of the opening and eventual closing of military bases
- Summarize the development of economic, political, and social opportunities for African Americans in South Carolina, including the end of Jim Crow laws; the desegregation of schools (Briggs v. Elliott) and other public facilities; and efforts of African Americans to achieve the right to vote
- 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

Activities:

Have your child:

- Visit Native American, colonial settlement, Revolutionary War and Civil War sites in South Carolina. Discuss why these sites are important in South Carolina or United States history.
- Point out ways to be a responsible citizen (for example: pick up litter, obey the laws)
- Construct a historical story map that shows causes, key events, and effects of the American Revolution on South Carolina

SOCIAL STUDIES

Continued

- Interview a family or community member about the effects of the civil rights movement on the local community and/or the state
- Go for a drive with your child around the local area and observe how the land is used. Talk about how humans have changed the physical environment in South Carolina (for example: growing crops, clearing land, building highways shopping centers).
- Listen to stories about local heroes and heroines of South Carolina. Describe their roles in events in South Carolina history.

Books:

- Bache, Ben. *Palmetto Roots*
- Bodie, Idella. *The Revolutionary Swamp Fox*
- Bodie, Idella. *The Secret Message*
- Clary, Margie Willis. *A Sweet, Sweet Basket*
- Fritz, Jean. *Shh! We're Writing the Constitution*
- Hawk, Fran. *The Story of the H.L. Hunley and Queenie's Coin*
- Hooks, William. *Freedom's Fruit*
- Karr, Kathleen. *Spy in the Sky*
- Osborne, Mary P. *Civil War on Sunday*
- Palmer, Kate Sally. *Palmetto, Symbol of Courage*
- Polacco, Patricia. *Pink and Say*
- Raven, Margot Theis. *Circle Unbroken*
- Taylor, Belinda. *Joseph and the Cottonseed*
- Williams, Shirley Ann. *Working Cotton*

Web Sites:

- American Local History Network - www.alhn.org
- CIA Homepage for Kids - <https://www.cia.gov/kids-page/index.html>
- First Gov for Kids - www.kids.gov
- The Gilder Lehrman Institute of American History - www.gilderlehrman.org
- White House Kids - www.whitehouse.gov/kids/
- RiverVenture - www.riverventure.org/
- SC Information Highway – www.dnr.sc.gov/siteindex.html
- US Census Bureau – quickfacts.census.gov/qfd/states/45000.html
- The American Revolution – www.americanrevolution.org
- ETV StreamlineSC – www.sctv.org/education/StreamLineSC
- Enchanted Learning – www.enchantedlearning.com/usa/statesbw/southcarolina.shtml
- South Carolina Information website – www.sciway.net/hist/indians/tribes.html
- The Crow's Nest – <http://sciway3.net/2001/sc-pirates/>
- Gullah Culture – www.knowitall.org/gullahnet/
- Fort Moultrie National Monument – <http://fortmoultrie.areaparks.com/>
- Francis Marion – <http://library.thinkquest.org/11683/FMarion.html>
- South Carolina Legislature – www.scstatehouse.gov/studentpage/index.html