# Third Grade Pacing Guide for Parents, 2016-2017 – Traditional

<table>
<thead>
<tr>
<th>Month</th>
<th>English Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
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</table>
| August | **Unit 1:** Traditions from Diverse Cultures  
RL.3.1/RI.3.1: Determine what the text says – inference  
RL.3.3/RI.3.3: Analyze text structure (individuals/events/ideas)  
W.3.1a,b: Write opinion pieces and provide reasons to support the opinion.  
W.3.4: Writing production; clear/coherent writing  
W.3.5: Develop and strengthen writing (plan/revise/edit)  
SL.3.1ab: Conversation and collaboration  
SL.3.4: Present information  
SL.3.5: Understanding of presentations  
L.3.1ae: Conventions of standard English-grammar (nouns, pronouns, verbs, adjectives, and adverbs; regular and irregular plural nouns; abstract noun; regular and irregular verbs; simple verb tenses)  
L.3.2abcdp: Conventions of standard English-mechanics  
L.3.4a: Determine/clarify meaning of words; use context clues to determine meaning  
RF.3.3cd: Phonics and word recognition  
RF.3.4ac: Fluency | 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.  
3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  
3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. | Students will identify and apply basic science classroom safety rules and procedures. | 3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).  
3.G.1.1: Find absolute and relative locations of places within the local community and region.  
3.G.1.2: Compare the human and physical characteristics of places.  
3.G.1.3: Exemplify how people adapt to, change, and protect the environment to meet their needs. |
| September | **Unit 1:** Traditions from Diverse Cultures  
RL.3.2/RI.3.2: Central ideas/themes/summary  
RL.3.4/RI.3.4: Interpret words and phrases (word choice)  
RL.3.5/RI.3.5: Analyze the structure of the text  
RI.3.8: Sentence/paragraphs connections in text  
W.3.2: Write informative/explanatory pieces  
W.3.5: Develop and strengthen writing (plan/revise/edit)  
W.3.6: Use technology to produce and publish writing  
SL.3.2: Integrate and evaluate information in diverse media  
SL.3.6: Adapt speech/command of formal English | 3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, etc.) may share attributes (e.g., four sides), and that the shared attributes can define a larger category. Recognize squares, rhombuses, and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.  
3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.  
3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units). | 3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object.  
3.P.1.2: Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time. | 3.C&G.2: Understand how citizens participate in their communities.  
3.C&G.2.1: Exemplify how citizens contribute politically, socially, and economically to their community.  
| October | **Unit 2:** Under the Sea  
RI.3.2: Central ideas/themes/summary  
RI.3.4: Interpret words and phrases (word choice)  
RI.3.5: Analyze the structure of the text  
RI.3.8: Sentence/paragraph connections in text  
W.3.2: Write informative/explanatory pieces  
W.3.5: Develop and strengthen writing (plan/revise/edit)  
W.3.6: Use technology to produce and publish writing  
SL.3.2: Integrate and evaluate information in diverse media  
SL.3.6: Adapt speech/command of formal English | 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.  
3.NBT.2: Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  
3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. | Students will identify and apply basic science classroom safety rules and procedures. | 3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).  
3.G.1.1: Find absolute and relative locations of places within the local community and region.  
3.G.1.2: Compare the human and physical characteristics of places.  
3.G.1.3: Exemplify how people adapt to, change, and protect the environment to meet their needs. |
| Science | **Science Safety** | **Science Safety** | **Science Safety** | **Science Safety** |
| Forces and Motion | 3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object.  
3.P.1.2: Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time. | 3.P.1.1: Infer changes in speed or direction resulting from forces acting on an object.  
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| Social Studies | **Unit 1:** Coming to America  
3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).  
3.G.1.1: Find absolute and relative locations of places within the local community and region.  
3.G.1.2: Compare the human and physical characteristics of places.  
3.G.1.3: Exemplify how people adapt to, change, and protect the environment to meet their needs. | 3.E.1: Understand how the location of regions affects activity in a market economy.  
3.C&G.2.1: Exemplify how citizens contribute politically, socially, and economically to their community.  
3.C&G.2.1: Exemplify how citizens contribute politically, socially, and economically to their community.  

## Math

### Unit 2: Geometry and Measurement

- **3.MD.2:** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- **3.MD.4:** Measure to determine lengths using rulers marked with halves and fourths of an inch.
- **3.MD.5:** Recognize area as an attribute of plane figures and understand concepts of area measurement.
- **3.MD.6:** Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).
- **3.MD.7:** Relate area to the operations of multiplication and addition.

## Science

### Forces and Motion

- **3.P.1.1:** Infer changes in speed or direction resulting from forces acting on an object.
- **3.P.1.2:** Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.

## Social Studies

### Unit 1: Coming to America

- **3.G.1:** Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).
- **3.G.1.1:** Find absolute and relative locations of places within the local community and region.
- **3.G.1.2:** Compare the human and physical characteristics of places.
- **3.G.1.3:** Exemplify how people adapt to, change, and protect the environment to meet their needs.

### 3.E.1: Understand how the location of regions affects activity in a market economy.
- **3.E.1.1:** Explain how location impacts supply and demand.

- **3.C&G.2.1:** Exemplify how citizens contribute politically, socially, and economically to their community.
- **3.C&G.2.3:** Apply skills in civic engagement and public discourse (school, community).
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<tr>
<th>Month</th>
<th>English Language Arts</th>
<th>Math</th>
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<tr>
<td>November</td>
<td>Unit 2: Under the Sea</td>
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<td></td>
<td>L.3.1f,g,h,i: Conventions of standard English-grammar (subject-verb and pronoun-antecedent agreement; comparative/superlative adjectives and adverbs; coordinating/subordinating conjunctions; simple, compound, and complex sentences)</td>
<td>3.OA.1: Interpret products of whole numbers (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each).</td>
<td>3.P.2.1: Recognize that air is a substance that surrounds us, takes up space, and has mass.</td>
<td>3.H.2: Use historical thinking skills to understand the context of events, people, and places.</td>
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<td>L.3.4b,c: Determine/clarify meaning of words</td>
<td>3.OA.2: Interpret whole-number quotients of whole numbers (e.g., interpret 56÷8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).</td>
<td>3.P.2.2: Compare solids, liquids, and gases based on their basic properties.</td>
<td>3.H.2.1: Explain change over time through historical narratives (events, people, and places).</td>
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<td>L.3.6: Range of vocabulary (academic/domain-specific)</td>
<td>3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</td>
<td>3.P.2.3: Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.</td>
<td>3.H.2.2: Explain how multiple perspectives are portrayed through historical narratives.</td>
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<td>RF.3.3a,d: Phonics and word recognition</td>
<td>3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</td>
<td>3.P.3.1: Recognize that energy can be transferred from one object to another by rubbing them against each other.</td>
<td>3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement, and region).</td>
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<td>RF.3.4a,c: Fluency</td>
<td>3.OA.6: Understand division as an unknown-factor problem.</td>
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<td>3.G.1.5: Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world).</td>
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<td>December</td>
<td>Unit 3, Under the Sea</td>
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<td>RH.3.1/RL.3.1: Determine what the text says – inference</td>
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<td>RL.3.3/RI.3.3: Analyze text structure (individuals/events/ideas)</td>
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<td>RL.3.4/RI.3.4: Interpret words and phrases (word choice)</td>
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<td>W.3.1c,d: Write opinion pieces; use linking words and phrases; provide a concluding statement</td>
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<td>W.3.6: Use technology to produce and publish writing</td>
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<td>SL.3.3: Speaker’s point of view</td>
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<td>L.3.4a: Determine/clarify word meanings; use context clues to determine meaning</td>
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<td>L.3.5a: Word meanings/relationships/figurative language</td>
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<td>RF.3.3a,c,d: Phonics and word recognition</td>
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<td>RF.3.4a-c: Fluency</td>
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<td>January</td>
<td>Unit 3: The Lives of Musicians, Artists, and Inventors of the Early 20th Century</td>
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<td>Unit 3: Understanding Multiplication and Division</td>
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<td>L.3.1f,g,h,i: Conventions of standard English-grammar (subject-verb and pronoun-antecedent agreement; comparative/superlative adjectives and adverbs; coordinating/subordinating conjunctions; simple, compound, and complex sentences)</td>
<td>3.OA.5: Apply properties of operations as strategies to multiply and divide.</td>
<td>3.P.3.2: Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.</td>
<td>3.C.1: Understand how diverse cultures are visible in local and regional communities.</td>
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<td>L.3.4b,c: Determine/clarify meaning of words</td>
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<td>3.C.1.1: Compare languages, foods, and traditions of various groups living in local and regional communities.</td>
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<td>L.3.6: Range of vocabulary (academic/domain-specific)</td>
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<td>3.C.1.3: Use nonfiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).</td>
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<td>Energy: Conservation and Transfer</td>
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| January      | RL.3.1/RL.3.1: Determine what the text says – inference/evidence                      | 3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. | 3.E.1.1: Recognize that the Earth is part of a system called the solar system that includes the Sun (a star), planets, and many moons, and the Earth is the third planet from the Sun in our solar system. | 3.H.1: Understand how events, individuals, and ideas have influenced the history of local and regional communities.  
- 3.H.1.2: Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. |
| February     | RL.3.2/RL.3.2: Central ideas/themes/summary                                           |                               | 3.OA.8: Solve two-step word problems using the four operations.          | 3.G.1: Understand the earth’s patterns by using the five themes of geography (location, place, human-environment interaction, movement and region).  
- 3.G.1.4: Explain how the movement of goods, people, and ideas impacts the community. |
| March        | Unit 4: 16th Century America                                                          |                               | 3.OA.9: Identify arithmetic patterns, and explain them using properties of operations. | 3.E.1: Understand how the location of regions affects activity in a market economy.  
- 3.E.1.2: Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers, and coastal towns). |
| March        | Unit 5: The Universe                                                                 |                               | 3.E.2/3.4: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. | 3.E.2: Understand entrepreneurship in a market economy.  
- 3.E.2.1: Explain why people become entrepreneurs.  
- 3.E.2.2: Give examples of entrepreneurship in various regions of our state. |
- 3.C&G.2.2: Exemplify how citizens contribute to the well-being of the community’s natural environment. |
| March        | RL.3.2/RL.3.2: Central ideas/themes/summary                                           |                               | 3.E.2.2: Compare Earth’s land features (including volcanos, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps. | 3.C.1: Understand how diverse cultures are visible in local and regional communities.  
- 3.C.1.2: Exemplify how various groups show artistic expression within the local and regional communities. |
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| April | L.3.4a: Determine/clarify word meanings; use context clues to determine meaning  
L.3.5a: Word meanings/relationships/figurative language  
RF.3.3c,d: Phonics and word recognition  
RF.3.4a,b: Fluency  
Unit 5: The Universe  
L.3.5a-c: Word relationships (figurative language)  
RF.3.3: Phonics and word recognition  
RF.3.4: Fluency | 3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.  
3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.  
3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.  
RF.3.3c,d: Phonics and word recognition  
RF.3.4a,b: Fluency | 3.L.1.1: Compare the different functions of the skeletal and muscular systems.  
RF.3.3c,d: Phonics and word recognition  
RF.3.4a,b: Fluency | 3.H.1: Understand how events, individuals, and ideas have influenced the history of local and regional communities.  
• 3.H.1.1: Explain key historical events that occurred in the local community and regions over time.  
• 3.H.1.3: Exemplify the ideas that were significant in the development of local communities and regions.  
3.G.1: Understand the Earth’s patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.  
• 3.G.1.1: Find absolute and relative locations of places within the local community and region.  
• 3.G.1.6: Compare various regions according to their characteristics.  
• 3.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.).  
• 3.C&G.1.2: Describe the structure of local government and how it functions to serve citizens.  
• 3.C&G.1.3: Understand the three branches of government, with an emphasis on local government. |
| May | RL.3.9/RI.3.9: Analyze topic/theme of texts/authors  
W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  
W.3.4: Writing production; clear/coherent writing  
W.3.6: Use technology to produce and publish writing  
W.3.7: Research projects  
SL.3.6: Adapt speech/command of formal English  
L.3.5a-c: Word relationships (figurative language)  
RF.3.3: Phonics and word recognition  
RF.3.4: Fluency  
Unit 4: Fraction Concepts  
3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.  
3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.  
3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | 3.L.2.1: Remember the function of the following structures as it relates to the survival of plants in their environments: roots, stems, leaves, and flowers.  
3.L.2.2: Explain how environmental conditions determine how well plants survive and grow.  
3.L.2.3: Summarize the distinct stages of the life cycle of seed plants.  
3.L.2.4: Explain how the basic properties and components of soil determine the ability of soil to support the growth/survival of many plants. | 3.L.1.2: Explain why skin is necessary for protection and for the body to remain healthy.  
3.L.2.1: Remember the function of the following structures as it relates to the survival of plants in their environments: roots, stems, leaves, and flowers.  
3.L.2.2: Explain how environmental conditions determine how well plants survive and grow.  
3.L.2.3: Summarize the distinct stages of the life cycle of seed plants.  
3.L.2.4: Explain how the basic properties and components of soil determine the ability of soil to support the growth/survival of many plants. | 3.G.1: Understand the Earth’s patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.  
• 3.G.1.1: Find absolute and relative locations of places within the local community and region.  
• 3.G.1.6: Compare various regions according to their characteristics.  
• 3.C&G.1.1: Explain government services and their value to the community (libraries, schools, parks, etc.).  
• 3.C&G.1.2: Describe the structure of local government and how it functions to serve citizens.  
• 3.C&G.1.3: Understand the three branches of government, with an emphasis on local government. |}

Fourth Nine Weeks

May

Unit 5: The Universe

April

Unit 6: The Ancient Civilizations of Greece and Rome

June

Unit 4: Fraction Concepts

Ecosystems

Structures and Functions of Living Organisms

Social Studies

Fredrick