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

	Month	English Language Arts	Math	Science	Social Studies
FIRST NINE WEEKS	August / September / October	**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.3.1a,b:** Conversation and collaboration **SL.3.4:** Present information **SL.3.5:** Understanding of presentations **L.3.1a-e:** 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.3.2a,b,d,e,g:** Conventions of standard English-mechanics **L.3.4a:** Determine/clarify meaning of words; use context clues to determine meaning **RF.3.3c,d:** Phonics and word recognition **RF.3.4a,c:** Fluency **Unit 2: Under the Sea** — **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	**Unit 1: Addition and Subtraction in Base Ten** — **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. **Unit 2: Geometry and Measurement** — **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).	**Science Safety** — Students will identify and apply basic science classroom safety rules and procedures. **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.1.3:** Explain the effects of Earth's gravity on the motion of any object on or near the Earth.	**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:** Understand how citizens participate in their communities. • 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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SECOND NINE WEEKS	**November**	**Unit 2: Under the Sea** — **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) **L.3.4b,c:** Determine/clarify meaning of words **L.3.6:** Range of vocabulary (academic/domain-specific) **RF.3.3a,d:** Phonics and word recognition **RF.3.4a,c:** Fluency	**Unit 3: Understanding Multiplication and Division** — **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). **3.MD.7:** Relate area to the operation of multiplication and addition.	**Matter: Properties and Change** — **3.P.2.1:** Recognize that air is a substance that surrounds us, takes up space, and has mass. / **3.P.2.2:** Compare solids, liquids, and gases based on their basic properties.	**Unit 2: Who Are We?** — **3.H.2:** Use historical thinking skills to understand the context of events, people, and places. • 3.H.2.1: Explain change over time through historical narratives (events, people, and places). • 3.H.2.2: Explain how multiple perspectives are portrayed through historical narratives. **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.1.5: Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world). **3.C.1:** Understand how diverse cultures are visible in local and regional communities. • 3.C.1.1: Compare languages, foods, and traditions of various groups living in local and regional communities. • 3.C1.3: Use nonfiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).
	December	**Unit 3: The Lives of Musicians, Artists, and Inventors of the Early 20th Century** — **RL.3.1/RI.3.1:** Determine what the text says – inference **RL.3.3/RI.3.3:** Analyze text structure (individuals/events/ ideas) **RL.3.4/RI.3.4:** Interpret words and phrases (word choice) **W.3.1c,d:** Write opinion pieces; use linking words and phrases; provide a concluding statement **W.3.6:** Use technology to produce and publish writing **W.3.7:** Research projects **SL.3.1c,d:** Conversation and collaboration **SL.3.3:** Speaker's point of view **L.3.4a:** Determine/clarify word meanings; use context clues to determine meaning **L.3.5a:** Word meanings/relationships/figurative language **RF.3.3a,c,d:** Phonics and word recognition **RF.3.4a-c:** Fluency	**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). **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. **3.OA.4:** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. **3.OA.6:** Understand division as an unknown-factor problem.	**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.	
	January		**3.OA.5:** Apply properties of operations as strategies to multiply and divide. **3.NBT.3:** Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations. **3.MD.7:** Relate area to the operations of multiplication and addition.	**Energy: Conservation and Transfer** — **3.P.3.1:** Recognize that energy can be transferred from one object to another by rubbing them against each other. / **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.	

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THIRD NINE WEEKS	**January**	**Unit 4: 18th Century America**	**RL.3.1/RI.3.1:** Determine what the text says – inference/ evidence **RL.3.2/RI.3.2:** Central ideas/themes/summary **RL.3.4/RI.3.4:** Interpret words and phrases (word choice) **RL.3.7/RI.3.7:** Connection between what is conveyed by illustrations and words in text **RI.3.8:** Sentence/paragraphs connections in text **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.3.8:** Gather relevant information/synthesize **SL.3.2:** Integrate and evaluate information in diverse media **SL.3.4:** Present information **L.3.2a-g:** Conventions of standard English capitalization, punctuation, and spelling **RF.3.3a,b:** Phonics and word recognition **RF.3.4a,c:** Fluency	**Unit 3: Understanding Multiplication and Division**	**3.OA.7:** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. **3.OA.8:** Solve two-step word problems using the four operations. **3.OA.9:** Identify arithmetic patterns, and explain them using properties of operations.	**Earth in the Universe**	**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.	**Unit 3: Civics and Citizenship**
	February						**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. **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. **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).
				3.MD.8: 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.		**3.E.1.2:** Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day.	
	March						**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:** Understand how citizens participate in their communities. • 3.C&G.2.2: Exemplify how citizens contribute to the well-being of the community's natural environment. **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.
		Unit 5: The Universe	**RL.3.2/RI.3.2:** Central ideas/themes/summary **RL.3.3/RI.3.3:** Analyze text structure (individuals/events/ideas) **RL.3.5/RI.3.5:** Analyze the structure of the text **RL.3.6/RI.3.6:** Point of view (reader/narrator/author/characters) **W.3.2c,d:** Write to inform/explain (linking words and phrases; concluding statement) **W.3.4:** Writing production; clear/coherent writing **W.3.8:** Gather relevant information/synthesize **SL.3.3:** Speaker's point of view **SL.3.5:** Understanding of presentations **L.3.3a,b:** Knowledge of language function	**Unit 4: Fraction Concepts**	**3.MD.2:** 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.	**Earth Systems, Structures, and Processes**	**3.E.2.1:** Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).	
				3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram).		**3.E.2.2:** Compare Earth's land features (including volcanos, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.	

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FOURTH NINE WEEKS	April	**Unit 5: The Universe**	**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 4: Fraction Concepts**	**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.	**Structures and Functions of Living Organisms**	**3.L.1.1:** Compare the different functions of the skeletal and muscular systems.	**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:** Understand the development, structure, and function of local government. • 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	**Unit 6: The Ancient Civilizations of Greece and Rome**	**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		**3.NF.3:** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		**3.L.1.2:** Explain why skin is necessary for protection and for the body to remain healthy.	
						Ecosystems	**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.	
	June				**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.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.	

Social Studies column side label: Unit 4: Economics and Financial Literacy