

Third Grade Pacing Guide

Quarter 1 Cedar Fork Elementary 2015-2016

Reading	Writing	Speaking and Listening	Language
<p>Reading Foundation</p> <p>Phonics and Word Recognition RF3.3a Know and apply grade level phonics and word analysis in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. RF3.3c Know and apply grade level phonics and word analysis in decoding words. Decode multisyllabic words.</p> <p>Fluency RF3.4b. Read grade level text orally with accuracy, appropriate rate, and expression on successive reading. RF3.4c Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Reading Information</p> <p>Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>Reading Literature</p> <p>Key Ideas and Details RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL3.2 Recount stories, including fables and folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Craft and Structure RL3.6 Distinguish their own point of view from that of the narrator or those of the characters</p>	<p>Text Types and Purposes</p> <p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p style="padding-left: 20px;">a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p> <p>Production and Distribution of Writing W3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>Comprehension and Collaboration</p> <p>SL3.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="padding-left: 20px;">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Vocabulary Acquisition and Use</p> <p>L3.4a Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence level context as a clue to the meaning of a word or phrase. L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/ companion). L3.5c Demonstrate understanding of word relationships and nuances in word meanings. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Conventions of Standard English</p> <p>L3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Use abstract nouns (e.g., childhood). e. Form and use the simple verb tense (e.g., I walked; I walk; I will walk). i. Produce simple, compound, and complex sentences.</p> <p>L3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">a. Capitalize appropriate words in titles. c. Use commas and quotation marks in dialogue. f. Use spelling patterns and generalizations (e.g., word families, position based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</p> <p>Knowledge of Language L3.3a Use knowledge of language and its conventions when writing, speaking, reading or listening. Choose words and phrases for effect.</p>

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Math	Science	Social Studies
<p>Addition & Subtraction</p> <p>3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Rounding</p> <p>3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>2-D Shapes</p> <p>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>Multiplication & Division</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>3.OA.5 Apply properties of operations as strategies to multiply and divide.2 <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> <p>3.OA.6 Understand division as an Unknown factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> <p>3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one digit numbers.</p> <p>3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always seven, and explain why 4 times a number can be decomposed into two equal addends.</p>	<p>Human Body</p> <p>3.L.1 Understand human body systems and how they are essential for life: protection, movement, and support.</p> <p>3.P.1 Understand motion and factors that affect motion.</p>	<p>Geography, Environmental Literacy and Culture</p> <p>Culture</p> <p>3.C.1 Understand how diverse cultures are visible in local and regional communities.</p> <p>Geography and Environmental Literacy</p> <p>3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human environment interaction, movement and regions).</p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p>