Third Grade Pacing Guide

	Reading Units of Study/SOLs	Writing Units of Study/SOL	Science Units and SOLs	Social Studies Units and SOLs	Math Units and SOLs
First Quarter	**Building a Reading Life** **Nonfiction Writing** **(see At-A-Glance)** **3.3 The student will apply word-analysis skills when reading.** a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words. **3.4 The student will expand vocabulary when reading.** d. Use context to clarify meaning of unfamiliar words. **3.5 The student will read and demonstrate comprehension of fictional text and poetry.** a. Set a purpose for reading. b. Make connections between previous experiences and reading selections. k. Use reading strategies to monitor comprehension throughout the reading process. l. Differentiate between fiction and nonfiction. m. Read with fluency and accuracy. **3.6 The student will continue to read and demonstrate comprehension of nonfiction texts**. b. Use prior and background knowledge as context for new learning. k. Identify new information gained from reading. l. Read with fluency and accuracy. **Oral Language** **3.1 The student will use effective communication skills in group activities.** a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. b. Ask and respond to questions from teachers and other group members. d. Use language appropriate for context.	**Launching the Writing Workshop** **Nonfiction** **(see At-A-Glance)** **3.9 The student will write for a variety of purposes.** a. Identify the intended audience. b. Use a variety of prewriting strategies**.** **3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.** a. Use complete sentences. h. Use apostrophes in contractions with pronouns and in possessives. i. Use the articles a, an, and the correctly. j. Use correct spelling for frequently used sight words, including irregular plurals. **LCENG 1** **Use developmentally appropriate sound, pattern and/or meaning units to spell in written work.** **LCENG 2** **Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.**	**Scientific Investigation** **3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning an conducting investigations in which** a) observations are made and are repeated to ensure accuracy; b) predictions are formulated using a variety of sources of information; c) objects with similar characteristics or properties are classified into at least two sets and two subsets; d) natural events are sequenced chronologically; e) length, volume, mass, and temperature are estimated and measured in metric and standard English units using proper tools and techniques; f) time is measured to the nearest minute using proper tools and techniques; g) questions are developed to formulate hypotheses; h) data are gathered, charted, graphed, and analyzed; i) unexpected or unusual quantitative data are recognized; j) inferences are made and conclusions are drawn; k) data are communicated; l) models are designed and built; and m) current applications are used to reinforce science concepts. **Matter** **3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include:** a. objects are made of one or more materials; b. physical properties remain the same as the material is changed in visible size; and c. visible physical changes are identified. **Water Cycle** **3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include** a) there are many sources of water on Earth; b) the energy from the sun drives the water cycle; c) the water cycle involves several processes; d) water is essential for living things; and e) water on Earth is limited and needs to be conserved**.** **Natural Cycles (Sun, Moon, Earth)** **3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include** a. patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides b. animal life cycles c. plant life cycles	**Why Have Government** **3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by** a) explaining the purpose of rules and laws; b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken; c) explaining that government protects the rights and property of individuals. **Representative Democracy** **3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by** a)describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law; b)identifying the contributions of George Washington; Thomas Jefferson; Abraham Lincoln; Rosa Parks; Thurgood Marshall; Martin Luther King, Jr.; and Cesar Chavez; c)recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms, d)describing how people can serve the community, state, and nation. **3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.**	**Unit 1-Classroom Routines** **NUMBER TALKS** **3.11 Time/Elapsed Time** **3.12 Equiv. Periods of Time** **3.13 Temperature** **3.17 Data and Graphs** **Unit 2-Place Value** **3.1 Place Value, Round, Compare** **Unit 3-Computation With Whole Numbers (addition/subtraction)** **3.2 Related Facts to Solve Problems** **3.4 Single- & Multistep Problems (add/subtract)** **3.20 Identity/Commutative Properties (addition)** **Unit 4-Money** **3.8 Count & Compare Money, Making Change** **3.11 The student will a) tell time to the nearest minute, using analog and digital clocks** **3.12 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.** **3.13 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.** **3.17 The student will** a) collect and organize data, using observations, measurements, surveys, or experiments; b) construct a line plot, a picture graph, or a bar graph to represent the data; and c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data. **3.2 The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.** **3.4 The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.** **3.20 The student will** a) investigate the identity and the commutative properties for addition; and b) identify examples of the identity and commutative properties for addition. **3.8 The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the bills and coins, and make change.**

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	Reading Units of Study/SOLs	Writing Units of Study/SOL	Science Units and SOLs	Social Studies Units and SOLs	Math Units and SOLs
Second Quarter	**Character Studies** **Informational Reading** **(see At-A-Glance)** **3.3 The student will apply word-analysis skills when reading.** a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic words. **3.4 The student will expand vocabulary when reading.** c. Apply meaning clues, language structure, and phonetic strategies. e. Discuss meanings of words and develop vocabulary by listening and reading a variety of texts. **3.5 The student will read and demonstrate comprehension of fictional text and poetry.** c. Make, confirm, or revise predictions. h. Identify the problem and solution. i. Identify the main idea. j. Identify supporting details. k. Use reading strategies to monitor comprehension throughout the reading process. m. Read with fluency and accuracy. **3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.** c. Preview and use text features. d. Ask and answer questions about what is read. e. Draw conclusions based on text. h. Identify supporting details. l. Read with fluency and accuracy. **3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.** b. Use table of contents, indices, and charts**.** **Oral Language** **3.1 The student will use effective communication skills in group activities.** c. Explain what has been learned.	**Realistic Fiction** **Informational Writing** **(see At-A-Glance)** **3.9 The student will write for a variety of purposes.** a. Identify the intended audience. b. Use a variety of prewriting strategies. c. Write a clear topic sentence focusing on the main idea. d. Write a paragraph on the same topic. f. Include details that elaborate the main idea. g. Revise writing for clarity of content using specific vocabulary and information. **3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.** b. Use transition words to vary sentence structure. d. Use past and present verb tense. f. Use commas in a simple series. g. Use simple abbreviations. j. Use correct spelling for frequently used sight words, including irregular plurals. **LCENG 1** **Use developmentally appropriate sound, pattern and/or meaning units to spell in written work.** **LCENG 2** **Use developmentally appropriate sound, patternand/or meaning units to spell in isolation.**	**Scientific Investigation (Ongoing)** **Metric Measurement** **Animal Adaptations** **3.4 The student will investigate and understand that adaptations allow animals to satisfy life needs and respond to the environment. Key concepts include** a) behavioral adaptations; and b) physical adaptations. **Food Chains** **3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include** a) producer, consumer, decomposer b) herbivore, carnivore, omnivore; and c) predator and prey **Terrestrial Aquatic Environments** **3.6 The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. Key concepts include** a) aquatic ecosystems; b) terrestrial ecosystems; c) populations and communities; and d) the human role in conserving limited resources.	**Hemispheres and Location** **Maps and Graphs** **3.4 The student will develop map skills by** **a) locating Greece, Rome, and West Africa;** **3.5 The student will develop map skills by** **a) positioning and labeling the seven continents and five oceans to create a world map;** **b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres;** **c) locating the countries of Spain, England, and France;** **e) locating specific places, using a simple letter-number grid system.** **3.6 The student will read and construct maps, tables, graphs, and/or charts.**	**Unit 1-Classroom Routines** **NUMBER TALKS** **3.11 Time/Elapsed Time** **3.12 Equiv. Periods of Time** **3.13 Temperature** **3.17 Data and Graphs** **Unit 5-Computation With Whole Numbers (multiplication/division)** **3.5 Multiplication & Division Facts** **3.6 Model Multiplication & Division, Create & Solve Story Problems** **3.19 Patterns (see unit summary)** **3.20 Identity/Commutative Properties (multiplication)** **Unit 6-Patterns and Data** **3.17 Collect, Display, & Interpret Data** **3.19 Patterns** **Unit 7-Geometry** **3.14 Plane & Solid Geometric Figures** **3.15 2D Geometry** **3.16 Congruent/Non-congruent Geometric Figures** **3.5 The student will recall multiplication facts through the twelves table, and the corresponding division facts.** **3.6 The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.** **3.19 The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.** **3.20 The student will** a) investigate the identity and the commutative properties for addition and multiplication; and b) identify examples of the **identity and commutative properties for addition and multiplication.** **3.17 The student will** a) collect and organize data, using observations, measurements, surveys, or experiments; b) construct a line plot, a picture graph, or a bar graph to represent the data; and c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data. **3.14 The student will identify, describe, compare and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.** **3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines. 3.16 The student will identify and describe congruent and noncongruent plane figures.**

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	Reading Units of Study/SOLs	Writing Units of Study/SOL	Science Units and SOLs	Social Studies Units and SOLs	Math Units and SOLs

Third Grade Pacing Guide

Third Quarter

Nonfiction Reading: Biography

Book Clubs or Fairy Tales and Folk Lore (see At-A-Glance)

3.3 The student will apply word-analysis skills when reading.
a. Use knowledge of regular and irregular vowel patterns.
b. Decode regular multisyllabic words.

3.4 The student will expand vocabulary when reading.
a. Use knowledge of homophones.
b. Use knowledge of roots, affixes, synonyms, and antonyms.
f. Use vocabulary from other content areas.
g. Use word reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional text and poetry.
d. Compare and contrast settings, characters, and events.
e. Identify the author's purpose.
f. Ask and answer questions about what is read.
g. Draw conclusions about text.
i. Identify the main idea.
k. Use reading strategies to monitor comprehension throughout the reading process.
m. Read with fluency and accuracy.

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.
a. Identify the author's purpose.
d. Ask and answer questions about what is read.
e. Draw conclusions based on text.
g. Identify the main idea.
i. Compare and contrast the characteristics of biographies and autobiographies.
l. Read with fluency and accuracy.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.
a. Use encyclopedias and other reference books, including online reference materials.

Oral Language

3.1 The student will use effective communication skills in group activities.
e. Increase listening and speaking vocabularies.

Nonfiction Writing: Opinion/Persuasive

Adapting and Writing Fairy Tales (see At-A-Glance)

3.9 The student will write for a variety of purposes.
a. Identify the intended audience.
b. Use a variety of prewriting strategies.
c. Write a clear topic sentence focusing on the main idea.
d. Write a paragraph on the same topic.
f. Include details that elaborate the main idea.
g. Revise writing for clarity of content using specific vocabulary and information.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
j. Use correct spelling for frequently used sight words, including irregular plurals.

LC ENG 1
Use developmentally appropriate sound, pattern and/or meaning units to spell in written work.

LC ENG 2
Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.

3.11 The student will write a short report.
a. Construct questions about the topics.
b. Identify appropriate resources.
c. Collect and organize information about the topic into a short report.
d. Understand the difference between plagiarism and using own words**.**

3.12 The student will use available technology for reading and writing.

Scientific Investigation (Ongoing)

Natural Cycles (Animals)

3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include
a. patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides
b. animal life cycles
c. plant life cycles

Natural Cycles (Plants)

3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include
a. patterns of natural events such as day and night, seasonal changes, simple phases of the moon, and tides
b. animal life cycles
c. plant life cycles

Survival of Organisms

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include
a. the interdependency of plants and animals
b. the effects of human activity on the quality of air, water, and habitat
c. the effects of fire, flood, disease, and erosion on organisms
d. conservation and resource renewal

Soil

3.7 The student will investigate and understand the major components of soil, its origin, and its importance to plants and animals including humans. Key concepts include
a. soil provides the support and nutrients necessary for plant growth
b. topsoil is a natural product of subsoil and bedrock
c. rock, clay, silt, sand, and humus are components of soils d. soil is a natural resource and should be conserved

Resources and Economies of Greece, Rome, Mali

3.4 The student will develop map skills by
b) describing the physical and human characteristics of Greece, Rome, and West Africa;
c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

3.2 The student will study the early West African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).

3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

Economics

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

Unit 1-Classroom Routines
NUMBER TALKS
3.11 Time/Elapsed Time
3.12 Equiv. Periods of Time
3.13 Temperature
3.17 Data and Graphs

Unit 8-Fractions, Probability, and Measurement (length)
3.3 Model, Name, & Compare Fractions
3.18 Probability
3.9ad Length to Nearest ½ Inch, Area/Perimeter

Unit 9-Computation with Fractions
3.7 Add/Subtract Fractions With Like Denominators

Unit 10-Elapsed Time and Temperature
3.11 Time/Elapsed Time
3.12 Equiv. Periods of Time
3.13 Temperature

3.3 The student will:
a) name and write fractions (including mixed numbers) represented by a model
b) model fractions (including mixed numbers) and write fractions' names
c) compare fractions having like and unlike denominators using words and symbols (>,<, or =)

3.18 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

3.9ad The student will estimate and use U.S. Customary and metric units to measure
a) length to the nearest 12 inch, inch, foot, yard, centimeter, and meter;
d) area and perimeter.

3.7 The student will add and subtract proper fractions having like denominators of 12 or less.

Third Grade Pacing Guide

	Reading Units of Study/SOLs	Writing Units of Study/SOL	Science Units and SOLs	Social Studies Units and SOLs	Math Units and SOLs
Fourth Quarter	**Test Prep Unit** **Mystery Book Clubs or Poetry** **(see At-A-Glance)** **3.3 The student will apply word-analysis skills when reading.** a. Use knowledge of regular and irregular vowel patterns. b. Decode regular multisyllabic **words.** **3.4 The student will expand vocabulary when reading** b. Use knowledge of roots, affixes, synonyms, and antonyms. g. Use word reference resources including the glossary, dictionary, and thesaurus. **3.5 The student will read and demonstrate comprehension of fictional text and poetry.** d. Compare and contrast settings, characters, and events. e. Identify the author's purpose. g. Draw conclusions about text. k. Use reading strategies to monitor comprehension throughout the reading process. m. Read with fluency and accuracy. **3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.** a. Identify the author's purpose. e. Draw conclusions based on text. f. Summarize major points found in nonfiction texts. j. Use reading strategies to monitor comprehension throughout the reading process. l. Read with fluency and accuracy. **3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.** a. Use encyclopedias and other reference books, including online reference materials. b. Use table of contents, indices, and charts. **Oral Language** **3.1 The student will use effective communication skills in group activities.** a. Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said. **3.2 The student will present brief oral reports using visual media.** a. Speak clearly. b. Use appropriate volume and pitch. c. Speak at an understandable rate. d. Organize ideas sequentially or around major points of information. e. Use contextually appropriate language and specific vocabulary to communicate ideas.	**Nonfiction Writing** **Poetry** **(see At-A-Glance)** **3.8 The student will write legibly in cursive.** **3.9 The student will write for a variety of purposes.** a. Identify the intended audience. b. Use a variety of prewriting strategies. c. Write a clear topic sentence focusing on the main idea. d. Write a paragraph on the same topic. e. Use strategies for organization of information and elaboration according to the type of writing. f. Include details that elaborate the main idea. g. Revise writing for clarity of content using specific vocabulary and information. **3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.** c. Use the word I in compound subjects. e. Use singular possessives. j. Use correct spelling for frequently used sight words, including irregular plurals. **LC ENG 1** **Use developmentally appropriate sound, pattern and/or meaning units to spell in written work.** **LC ENG 2** **Use developmentally appropriate sound, pattern and/or meaning units to spell in isolation.**	**Scientific Investigation (Ongoing)** **Energy Resources** **3.11 The student will investigate and understand different sources of energy. Key concepts include** a) energy from the sun b) sources of renewable energy; and c) sources of nonrenewable energy **Simple and Compound Machines** **3.2 The student will investigate and understand simple machines and their uses. Key concepts include:** a) purpose and function of simple machines; b) types of simple machines; c) compound machines; and d) examples of simple and compound machines found in the school, home, and work environments.	**Contributions from the Past** **3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.** **Mixed Effects of European Exploration** **3.3 The student will study the exploration of the Americas by** a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport; b) identifying the reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians. **3.5 The student will develop map skills by** d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia)	**Unit 1-Classroom Routines** **NUMBER TALKS** **3.11 Time/Elapsed Time** **3.12 Equiv. Periods of Time** **3.13 Temperature** **3.17 Data and Graphs** **Unit 11-Measuring My World** **3.9 Measure Length, Weight, Liquid Volume, Area/Perimeter** **3.10 Area/Perimeter** **3.9 The student will estimate and use U.S. Customary and metric units to measure** a) length to the nearest 12 inch, inch, foot, yard, centimeter, and meter; b) liquid volume in cups, pints, quarts, gallons, and liters; c) weight/mass in ounces, pounds, grams, and kilograms; and d) area and perimeter. **3.10 The student will** a) measure the distance around a polygon in order to determine perimeter; and b) count the number of square units needed to cover a given surface in order to determine area.

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