

Third Grade Pacing Guide

Standard	Emphasis	Envision	Modules	Pacing	Other Resources
2.NBT.1 3 digit number represents amounts of hundreds, tens, and ones (and including thousands) 2.NBT.3 Read and write numbers to 1000's using base-ten numerals, number names, and expanded form.	Major Review	Lesson 1-1 1-2		September 3 days	Place value problem Solving
2.NBT.4 Compare two 3 or 4-digit numbers based on meanings of the thousands, hundreds, tens and ones digits, using <, >, = signs	Major Review	Lessons 1-6, 1-7		2 days Topic 1 Review & Test ? days	
3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain using properties of operations.	Major	Lessons 2-1, 2-2		4 days	
3.NBT.1 Use place value understanding to round whole numbers to the <u>nearest 10</u> .	Supporting	Lesson 2-5 (just to the nearest 10)		2 days	
3.NBT.1 Use place value understanding to round whole numbers to the <u>nearest 100</u> .	Supporting	Lesson 2-5 (just to the nearest 100)		2 days	

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3.OA.8 Solve 2-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. assess the reasonableness of answers using mental computation and <u>estimation strategies including rounding.</u>	Major-Extra Emphasis	Lessons 2-6, 2-7, 2-8, 2-9		<u>Sept/Oct.</u> 4 days	
				Topic 2 Review & Test-2days	
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 adding and subtracting.	Supporting	Topic 3 Lessons 3-3, 3-4, 3-7, 3-8, 3-9		<u>October</u> Topic 3 15 days	3-1 optional Use place value models While teaching
3.OA.8 (See above)	Major-Extra Emphasis	Lessons 3-5, 3-10		altogether including review & test	
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.	Major	Topic 4 Lesson 4-1		<u>November</u> Topic 4 8 days	
3.OA.3 Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Major-Extra Emphasis	Lesson 4-2, 4-4		Combine With topic 5 for Review & test	
3.OA.5 Apply properties of operations as strategies to multiply. (Commutative Property)	Major	Lesson 4-3			

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3.OA.9 Identify arithmetic patterns (including patterns in the addition table and multiplication table), and explain them using properties of operations.	Major	Lesson 4-5		<u>November</u>	
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. <u>By the end of 3rd grade, know from memory all products of two one digit numbers.</u>	Major	Topic 5 Lessons 5-1, 5-2, 5-3, 5-5		Topic 5 10 days including review & test	
3.NBT.3 Multiply one digit whole numbers by multiples the range of 10-90(e.g. 9 x 80) using strategies based on place value and properties of operations.	Major	Lesson 5-6 ?			
3.OA.8 Solve 2-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. assess the reasonableness of answers using mental math and estimation strategies including rounding.	Major-Extra Emphasis	Lesson 5-7			
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. <u>By the end of 3rd grade, know from memory all products of two one digit numbers.</u>	Major	Topic 6 Lessons 6-2, 6-3, 6-4, 6-5, 6-7		<u>December</u> Topic 6 Whole Month of December including review & test	Lesson 6-1 is the distributive property (breaking apart) that can be shown on the other lessons. Topic 14 also.
3.OA.5 Apply properties of operations as strategies to multiply and divide. (Associative Property)	Major	Lesson 6-6			
3.OA.8 (See above)	Major Extra Emphasis	Lesson 6-9			

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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 share of 8 objects each.	Major	Topic 7 Lessons 7-1, 7-2		<u>January</u> Topic 7 8 days	
3.OA.6 Understand division as an unknown-factor problem. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Major	Lesson 7-3			Fact Families
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.	Major Extra emphasis	Lessons 7-4, 7-5			Note: 7-6 can be included in Topic 14.
3.OA.6 Understand division as an unknown factor problem.	Major	Topic 8 Lesson 8-1			
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. Also 3.OA.4 and 3.OA.6	Major	Lessons 8-2, 8-3, 8-4, 8-7, 8-8			Fact Families
3.OA.3 and 3.OA.8 (see previous) word problems	Major Extra Emphasis	Lessons 8-5, 8-6, 8-9			Lesson 8-6 (stress pg. 205)
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 $1/b$.	Major	Topic 9 Lessons 9-1, 9-2, 9-3, 9-6			Do lesson 9-5 with 10-4

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3.NF.3d Compare two fractions with the same denominator or the same numerator by reasoning about their size. <u>Recognize that comparisons are valid only when the two fractions refer to the same whole.</u> Record the results of comparisons with the symbols $>$, $<$, $=$ and justify conclusions e.g. by using a visual fraction model.	Major Extra Emphasis	Topic 10 Lessons 10-1, 10-2, 10-3?, 10-8			Grade 3 expectations are limited to fractions with the denominators 2,3,4,6,8
3.NF.2a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize each part has the size $\frac{1}{b}$. 3.NF.2b Represent a fraction $\frac{a}{b}$ on a number line by marking off the a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	Major	Lesson 9-5, 10-4			.10-4 is comparing fractions On a number line.
3.NF.3b Recognize and generate simple equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4}$ $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent e.g. by using a visual fraction model.	Major Extra Emphasis	Lesson 10-5			
3.NF.3a Understand two fractions as equivalent if they are the same size, or the same point on a number line.	Major Extra Emphasis	Lesson 10-6			
3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. E.g. $3 = \frac{3}{1}$, $\frac{4}{4} = 1$	Major Extra Emphasis	Lesson 10-7			10-9?

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3.MD.5a A square with side length 1 unit, called “unit square, is said to have “one square unit” of area, and can be used to measure area. 3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Major	Topic 14 Lessons 14-1, 14-2		Topic 14 The rest Of March	
3.MD.6 Measure areas by counting unit squares (sq. cm, sq. in, sq. ft)	Major	Lesson 14-3			
3.MD.7 Relate area to the operations of multiplication and addition 3.MD.7a <u>Find the area of a rectangle with whole number side lengths by tiling it</u>, and show that the area is the same as would be found by multiplying the side lengths. 3.MD.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	Major Extra Emphasis	Lessons 14-3, 14-4			
3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole number side lengths a and b+c is the sum of a x b and a x c. Use area models to represent <u>the distributive property in mathematical reasoning</u>.	Major Extra Emphasis	Lesson 14-5			14-6 ?
3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non overlapping parts, apply to real world problems	Major Extra Emphasis	Lesson 14-7			

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3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.	Major	None		Anytime during the year	Do in a science unit.
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.	Major	Topic 12 Lessons 12-1, 12-2 12-4		Topic 12, 16 April before test	
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.	Supporting	Topic 16 Lessons 16-3, 16-4, 16-5, 16-6			
POST TEST STANDARDS 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.	Additional	Lessons 16-1, 16-2		End of April to June	
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.	Additional	Topic 11 Lessons?			

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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.	Additional	Topic 13 13-1,13-2 13-3,13-4 Topic 14 14-8			

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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 portioned into equal share of 8 objects each.	Major	Topic 7 Lessons 7-1, 7-2		January Topic 7 8 days	
3.OA.6 Understand division as an unknown-factor problem 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Major	Lesson 7-3			Fact Families
3.OA.3 Use multiplication and division within 100 to solve word problems in situations in 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.	Major Extra Emphasis	Lessons 7-4, 7-5			Note: 7-6 can be included in Topic 14.
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.G.2 Partition shapes into parts with equal areas. Express he area of each part as a unit fraction of the whole. For example partition a shape into 4 parts with equal are and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	Major	Topic 9 Lessons 9-1, 9-2, 9-3, 9-6		Topic 9 The rest of January	
3.NF.3d Compare two fractions with the same denominator or the same numerator by reasoning about their size. <u>Recognize that comparisons are valid only when the two fractions refer to the same whole.</u> Record the results of the comparisons with the symbols $>$, $<$, $=$ and justify conclusions e.g. by using a visual fraction model.	Major Extra Emphasis	Topic 10 Lessons 10-1, 10-2 10-3?,10-8		Topic 10 To the February Break	Grade 3 expectations are Limited to fractions with the denominators 2, 3, 4, 6, 8

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3.NF.2a Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole And partitioning it into b equal parts. Recognize each part has the size $\frac{1}{b}$. 3.NF.2b Represent a fraction $\frac{a}{b}$ on a number line by marking off the a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	Major	Lesson 9-5, 10-4		Topic 10 To Feb. break	10-4 is comparing fractions On a number line.
3.NF.3b Recognize and generate simple equivalent fractions e.g. $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent e.g. by using a visual fraction model.	Major Extra Emphasis	Lesson 10-5			
3.NF.3a Understand two fractions as equivalent if they are the same size, or the same point on a number line.	Major Extra Emphasis	Lesson 10-6			
3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. E.g. $3 = \frac{3}{1}$, $\frac{4}{4} = 1$	Major Extra Emphasis	Lesson 10-7			10-9?
3.OA.6 Understand division as an unknown factor problem.	Major	Topic 8 Lesson 8-1		Topic 8	
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.4, 3.OA.6)	Major	Lessons 8-2, 8-3, 8-4, 8-7, 8-8		Last week Of Feb. to First week Of March	
3.OA.3 and 3.OA.8 (see previous) word problems	Major Extra emphasis	Lesson 8-5, 8-6 8-9			Lesson 8-6 (stress pg. 205)

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