



# 3rd Grade Yearlong Pacing Guide

# Directions

- The following guide was created for third grade and includes suggested pacing for **grammar**, **reading**, **spelling**, **writing**, and **math**. Where applicable, **Common Core** standards are listed.
- This is a **36-week** pacing guide split into four quarters. If your school uses trimesters, you can adjust the pacing accordingly into three 12-week blocks.
- Standards with an **\*asterisk** have been previously introduced in a prior lesson or unit.
- I have allowed one week each for **Back to School**, holiday, and **end-of-the-year** activities. I also included a week for **state testing**. Adjust your pacing accordingly depending on when/if your state testing takes place.
- I have included both a **color** and a **black and white** copy of this guide for your convenience.

3 <sup>rd</sup> Grade: Quarter One					
Week	Grammar	Reading	Spelling	Writing	Math
1	Back to School Activities	Back to School Activities	Back to School Activities	Back to School Activities	Back to School Activities
2	Nouns Explain the function of nouns and their function in particular sentences. L.3.1A	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Word Families</b> Word families share a similar sound and spelling pattern.	Setting an intention for writing, including generating ideas, brainstorming, generating a plan.	Counting to the nearest 10 and 100 using vertical number lines. MD.1.1
3	Verbs Explain the function of verbs and their function in particular sentences. L.3.1A	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Character's Voice</b> The voice is a character's words. All other letters are consonants. The letter v comes after.	Improving topic, relevance, & drafting, setting goals, writing a lead.	Measuring to the nearest 1/2 inch and millimeters. MD.1.2
4	Adjectives Explain the function of adjectives and their function in particular sentences. L.3.1A	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Syllable</b> Syllables are parts of words. Every syllable must have a vowel.	Writing a lead, understanding & punctuating dialogue.	<b>Addition Strategies</b> Number lines, the standard algorithm, commutative and associative properties. MD.1.3A
5	Adverbs Explain the function of adverbs and their function in particular sentences. L.3.1A	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Short Vowels</b> Short vowels are a, e, i, o, u.	Adding details, word choice, character traits.	
6	Prepositions Explain the function of prepositions and their function in particular sentences. L.3.1A				
7	Relative Pronouns Explain the function of relative pronouns and their function in particular sentences. L.3.1A				
8	Conjunctions Explain the function of conjunctions and their function in particular sentences. L.3.1A				
9	End of Year Activities				

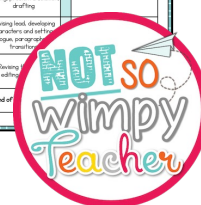
3 <sup>rd</sup> Grade: Quarter Two					
Week	Grammar	Reading	Spelling	Writing	Math
1	Common and Proper Nouns Explain the function of nouns and their function in particular sentences. L.3.1A	<b>Main Idea &amp; Details</b> Determine the main idea of a text; recount the key details and explain how they support that main idea. RI.3.2	<b>Using it &amp; Like</b> We only use 'i' after a short vowel. We use 'e' after 'e' in a word.	Understanding informational reports by generating report ideas.	<b>Multiplication Strategies</b> Use diagrams, commutative property, area, number lines, factors, products. MD.1.3A, MD.1.3B, MD.1.3C, MD.1.3D
2	Concrete and Noun Phrases Use abstract nouns (e.g., childhood, adulthood).	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Using it &amp; Like</b> We only use 'i' after a short vowel. We use 'e' after 'e' in a word.	Improving the topic, setting goals, revising, editing, and proofreading.	
3	Prepositional Phrases Form and use prepositional phrases. L.3.2	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Double Consonants</b> We usually double 'c', 't', and 'p' immediately after a vowel-syllable word.	Improving topic, relevance, & drafting.	
4	Verb Tenses Form and use the simple (e.g., I walked), past (I walked), and future (I will walk) verb tenses. L.3.2	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Good Substitutes</b> A closed syllable is a short vowel followed by at least one consonant.	Writing leads, topic, and concluding sentences, word choice, using details, drafting.	
5	Irregular Past Tense Verbs Form and use regular and irregular verbs. L.3.2	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Vowels Final</b> Adding an 'e' to the end of a word is one way to make a long vowel sound.	Writing in context, editing, publishing and proofreading.	<b>Division Strategies</b> Using factors, fact family and partial quotients. MD.1.4
6	Helping Verbs Explain the function of helping verbs and their function in particular sentences. L.3.1A		<b>Digraphs</b> We use 'ai' and 'oi' together to make a long vowel sound.		
7	Relative Pronouns Explain the function of relative pronouns and their function in particular sentences. L.3.1A				
8	Conjunctions Explain the function of conjunctions and their function in particular sentences. L.3.1A				
9	End of Year Activities				

3 <sup>rd</sup> Grade: Quarter Three					
Week	Grammar	Reading	Spelling	Writing	Math
1	Comparatives Use comparative and superlative adjectives. L.3.1B	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Digraphs</b> We use 'ai' and 'oi' together to make a long vowel sound.	Understanding opinion pieces, generating opinion ideas.	<b>Perimeter</b> Measure the perimeter of rectangles and squares. MD.1.5
2	Comparatives and Superlatives Compare and contrast two people, objects, or places. L.3.1B	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Digraphs</b> We use 'ai' and 'oi' together to make a long vowel sound.	Setting goals, writing strong opinions and supporting them with reasons, research & drafting.	<b>Area</b> Measure the area of rectangles and squares. MD.1.5
3	Subject & Predicate Distinguish the subject and predicate in a sentence. L.3.1C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Word Parts</b> Some words are built from one word part that includes prefixes, suffixes, and base words.	Writing the lead, revising & editing your research, considering your audience and supporting opinions.	<b>Introduction to Fractions</b> Introduction to fractions and unit fractions. MD.1.6
4	Subject & Verb Agreement Ensure subject and verb agree in person and number. L.3.1C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Suffixes</b> We add 'er' and 'est' to compare words. We add 'ly' to change a verb to an adverb.	Organizing writing with paragraphs, topic, topic sentences, and conclusions.	<b>Fractions</b> Fractions on a number line. Fractions equal to one, fractions greater than one. MD.1.6
5	Person & Antecedent Agreement Ensure subject and pronoun agree in person and number. L.3.1C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Suffixes</b> We add 'er' and 'est' to compare words. We add 'ly' to change a verb to an adverb.	Editing, publishing and generating deeper topics.	
6	Prepositions Explain the function of prepositions and their function in particular sentences. L.3.1A				
7	Relative Pronouns Explain the function of relative pronouns and their function in particular sentences. L.3.1A				
8	Conjunctions Explain the function of conjunctions and their function in particular sentences. L.3.1A				
9	End of Year Activities				

3 <sup>rd</sup> Grade: Quarter Four					
Week	Grammar	Reading	Spelling	Writing	Math
1	Dialogue Use commas and quotation marks in dialogue. L.3.2C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Consonant + le Words</b> Words that end with a consonant and the letter 'l' are followed by 'le'.	Understanding fiction characters, characters.	Telling time to the nearest 5 minutes and record on a number line. MD.1.7
2	Address Use commas in addresses. L.3.2C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Problems, adding, point of view, draft, & edit.	Elapsed time and time word problems. MD.1.7
3	Prefixes Determine the meaning of the new word formed when a known affix is added to a base word. L.3.3B	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Goal setting, revising the lead, developing the character and setting an organizing system.	Measuring with a ruler, grams, liters, and milliliters. MD.1.8
4	Suffixes Determine the meaning of the new word formed when a known affix is added to a base word. L.3.3B	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Adding and punctuating dialogue, word choice, punctuation, and editing.	Measuring to the nearest 1/4 inch and quarter inch. MD.1.8
5	Multiple Meaning Words Distinguish or identify the multiple meanings of words and phrases. L.3.3	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Revising the ending, editing, and publishing.	Collect and record data using picture graphs, bar graphs, and the grid. MD.1.9
6	Scales of Meaning Explain the function of scales of meaning and their function in particular sentences. L.3.1A	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Revising a point of view, writing problem & solution, drafting.	
7	Reference Materials Use reference materials, including beginning dictionaries, to check and correct spellings. L.3.3C	<b>Character Traits</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the development of events. RI.3.3	<b>Long Words</b> There are many ways to make the long sound, including phonemes like 'gh' and 'ng'.	Revising a point of view, writing problem & solution, drafting.	
8	Review				
9	End of Year Activities				



# 3<sup>rd</sup> Grade: Quarter One

Week	Grammar	Reading	Spelling	Writing	Math
1	Back to School Activities	Back to School Activities	Back to School Activities	Back to School Activities	BTS Back to School Activities
2	<b>Nouns:</b> Explain the function of nouns and their functions in particular sentences. L.3.1.A	<b>Character Traits:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.3	<b>Word Families:</b> Word families share a similar sound and spelling pattern.	Setting up notebooks, understanding personal narratives, generating story ideas	Place Value Rounding to the nearest 10 and 100 using vertical number lines NBT.1
3	<b>Verbs:</b> Explain the function of verbs and their functions in particular sentences. L.3.1.A		<b>Consonants &amp; Vowels:</b> The letters a, e, i, o, and u are vowels. All other letters are consonants. The letter y can be either.	Narrowing topic, rehearsal & drafting, setting goals, writing a lead	
4	<b>Adjectives:</b> Explain the function of adjectives and their functions in particular sentences. L.3.1.A		<b>Syllables:</b> Syllables are parts of words. Every syllable must have a vowel.	Writing a lead, understanding & punctuating dialogue	
5	<b>Adverbs:</b> Explain the function of adverbs and their functions in particular sentences. L.3.1.A	<b>Ask &amp; Answer Questions:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.1	<b>Short Vowels:</b> Short vowels say a sound the vowel makes. They do not say the name of the vowel.	Adding details, word choice, show don't tell, transitions	Addition & Subtraction Addition Strategies: Number lines, the standard algorithm, commutative and associative properties NBT.2, OA.9
6	<b>Pronouns:</b> Explain the function of pronouns and their functions in particular sentences. L.3.1.A		<b>Long Vowels:</b> Long vowels say their names. Open syllables have a long vowel at the end.	Paragraphs, endings, editing & peer editing, publishing	
7	<b>Regular Plural Nouns:</b> Form and use regular and irregular plural nouns. L.3.1.B	<b>Context Clues:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4	<b>Consonant Blends:</b> A consonant blend is a group of consonants that blend together. Each consonant makes a sound.	Publishing, seed story ideas, rehearsal & drafting, revising the lead	Subtraction Strategies: Standard algorithm, fact families, and subtracting across zeroes NBT.2
8	<b>Irregular Plural Nouns:</b> Form and use regular and irregular plural nouns. L.3.1.B		<b>Digraphs sh/th/ph:</b> A digraph is two letters combined to make one sound. Sh, th, and ph are digraphs.	Revising dialogue and word choice, adding details, show don't tell, transitions & paragraphs	
9	Review	<b>Point of View:</b> Distinguish their own point of view from that of the narrator or those of the characters. RL.3.6	Review	Revising the ending, editing, publishing	Mult. Intro to multiplication, equal groups strategy 3.OA.1

# 3<sup>rd</sup> Grade: Quarter Two

Week	Grammar	Reading	Spelling	Writing	Math
1	<b>Common and Proper Nouns:</b> Explain the function of nouns and their functions in particular sentences. L.3.1.A	<b>Main Idea &amp; Details:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.2	<b>Using ch &amp; tch:</b> We only use tch after a short vowel. We can use ch anywhere in a word.	Understanding informational reports, generating report ideas	<b>Multiplication</b>  <b>Multiplication Strategies:</b> Tape diagram, commutative property, arrays, number bonds, factors & products NBT.3, OA.1, OA.3, OA.5, OA.9
2	<b>Concrete and Abstract Nouns:</b> Use abstract nouns (e.g. childhood). L.3.1.C		<b>Using ck &amp; dge:</b> We only use ck and dge immediately after short vowels.	Narrowing the topic, setting goals, research, subtopics, and table of contents	
3	<b>Possessive Nouns:</b> Form and use possessives. L.3.2.D	<b>Context Clues:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.4	<b>Double Consonants:</b> We usually double l, s, f, and z immediately after a one-syllable word.	Paraphrasing, notetaking, drafting	
4	<b>Verb Tenses:</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.1.E	<b>Point of View:</b> Distinguish their own point of view from that of the author of a text. RI.3.6	<b>Closed Syllables:</b> A closed syllable has a short vowel followed by at least one consonant.	Writing leads, topic and concluding sentences, word choice, adding details, transitions	<b>Division</b>  <b>Division Strategies:</b> Missing factors, fact family and equal group strategies, repeated subtraction OA.2, OA.3, OA.4, OA.5, OA.6
5	<b>Irregular Past Tense Verbs:</b> Form and use regular and irregular verbs. L.3.1.C		<b>Long Vowels: Final e</b> Adding an e to the end of a word is one way to make a long vowel sound.	Writing a conclusion, editing, publishing, and text features	
6	<b>Helping Verbs:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.A	<b>Digraphs ay &amp; ai:</b> We use ai at the beginning or middle of base words and syllables. We use ay at the end of base words and syllables.	Choosing a topic and subtopics, table of contents, notetaking, and drafting		
7	<b>Linking Verbs:</b> Explain the function of verbs in general and their functions in particular sentences. L.3.1.A	<b>Digraphs oy &amp; oi:</b> We use oi at the beginning or middle of base words and syllables. We use oy at the end of base words and syllables.	Revising the lead and conclusion, topic & concluding sentences, word choice & details, transitions		
8	Review	<b>Text Features:</b> Use text features and search to locate information relevant to a given topic efficiently. RI 3.5. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI.3.7	Review	Editing, publishing, text features	<b>Geometry</b>  Properties of polygons and quadrilaterals G.1
9	Holiday Activities	Holiday Activities	Holiday Activities	Holiday Activities	

# 3<sup>rd</sup> Grade: Quarter Three

Week	Grammar	Reading	Spelling	Writing	Math			
1	<b>Conjunctions:</b> Use coordinating and subordinating conjunctions. L.3.I.H	<b>Fiction</b>	<b>Central Message:</b> Recount stories, including fables, 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. RL.3.2	<b>Digraphs ar &amp; or:</b> Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.	Understanding opinion pieces, generating opinion ideas	<b>Geometry</b>	Perimeter, rectilinear shapes, and word problems involving area and perimeter MD.C.5, MD.C.6, MD.C.7, MD.D.8	
2	<b>Comparative and Superlative Adverbs &amp; Adjectives:</b> Form and use comparative/superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.I.G		<b>Cause &amp; Effect:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.I*	<b>Digraphs er, ir &amp; ur</b> Er, ir, and ur are vowel digraphs that all make the same sound. At the end of a word, the sound is usually spelled er.	Setting goals, writing strong opinions and supporting them with reasons, rehearsal & drafting			
3	<b>Subject &amp; Predicate:</b> Demonstrate command of the conventions of standard English grammar and usage when writing/speaking. L.3.I		<b>Suffixes: 1-1-1 Rule</b> When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.	<b>Word Parts:</b> Some words can be broken into word parts that include prefixes, suffixes, and base words.	Writing the lead, revising & supporting your reasons, considering your audience and opposing opinions	<b>Fractions</b>	Introduction to fractions and unit fractions NF.1	
4	<b>Subject &amp; Verb Agreement:</b> Ensure subject-verb and pronoun-antecedent agreement. L.3.I.F		<b>Suffixes: Final e Rule</b> When a word ends with e, we drop the e before adding a suffix that begins with a vowel.	<b>Suffixes: y to i Rule</b> When a word ends with a consonant and y, we usually change the y to i before adding a suffix, unless the suffix begins with i.	Organizing writing into paragraphs, topic & concluding sentences, word choice, transitions, and conclusions			Fractions on a number line, fractions equal to one, fractions greater than one NF.1, NF.2
5	<b>Pronoun &amp; Antecedent Agreement:</b> Ensure subject-verb and pronoun-antecedent agreement. L.3.I.F		<b>Compare &amp; Contrast:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). RL.3.9	<b>Word Families</b> Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.	Editing, publishing, and generating deeper topics			
6	<b>Simple &amp; Compound Sentences:</b> Produce simple, compound, and complex sentences. L.3.I.I		<b>Poetry &amp; Figurative Language:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text. RL.3.5 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4	<b>Review</b>	Writing a strong opinion, generating reasons to support your opinion, rehearsal & drafting	Fraction word problems NF.1, NF.2, NF.3		
7	<b>Capitalizing Titles:</b> Capitalize appropriate words in titles. L.3.2.A		<b>State Testing</b>	<b>State Testing</b>	Revising the lead and reasons, supporting reasons with examples, topic/concluding sentences, word choice & transitions		<b>Meas.</b>	Telling time to the hour, half hour, and quarter hour MD.1
8	<b>Review</b>		<b>State Testing</b>	<b>State Testing</b>	Revising the conclusion, editing, publishing			
9	<b>State Testing</b>		<b>State Testing</b>	<b>State Testing</b>	<b>State Testing</b>			



# 3<sup>rd</sup> Grade: Quarter Four

Week	Grammar	Reading	Spelling	Writing	Math		
1	<b>Dialogue:</b> Use commas and quotation marks in dialogue.. L.3.2.C	<b>Nonfiction</b> <b>Sequence:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.3  <b>Cause &amp; Effect:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.8 & RI.3.3*  <b>Compare &amp; Contrast:</b> Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.9  <b>Answering Questions:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. RI.3.10 & RI.3.1*	<b>Consonant + le Words:</b> Words that end with a consonant and the letter l must be followed by the letter e.	<b>Fiction Narrative</b> Understanding fiction narratives, characters, setting  Problem, solution, point of view, drafting  Goal setting, revising the lead, developing the characters and setting, creating suspense  Adding and punctuating dialogue, word choice, paragraphs, transitions  Revising the ending, editing, and publishing  Characters & point of view, setting, problem & solution, drafting  Revising lead, developing characters and setting, dialogue, paragraphs and transitions  Revising the ending, editing, publishing	<b>Measurement</b> Telling time to the nearest 5 minutes and nearest minute MD.1  Elapsed time and time word problems MD.1  Measuring with kilograms, grams, liters, and milliliters MD.2		
2	<b>Addresses:</b> Use commas in addresses. L.3.2.B		<b>Long a Words:</b> There are many ways to make the long a sound, including graphemes like aigh and ey.			<b>Data</b> Measuring to the nearest inch, half inch, and quarter inch MD.4	
3	<b>Prefixes:</b> Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4.B		<b>Long e Words:</b> There are many ways to make the long e sound, including graphemes like ee, ea, and ey.				
4	<b>Suffixes:</b> Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4.B. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.A.		<b>Long i Words:</b> There are many ways to make the long i sound, including graphemes like igh and y.				
5	<b>Multiple Meaning Words:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.3.4		<b>Data</b> Collect and record data using picture graphs, bar graphs, and line plots. MD.3, MD.4		<b>Long o Words:</b> There are many ways to make the long o sound, including graphemes like oa and ow.	<b>Review</b> Use this time to review previously taught skills.	
6	<b>Shades of Meaning:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.4				<b>Long u Words:</b> There are many ways to make the long u sound, including graphemes like ew and oo.		
7	<b>Dictionary Skills:</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.2.G				<b>Compound Words:</b> A compound word consists of two words that have been combined to make one new word.		
8	<b>Review</b>				<b>Review</b>		
9	<b>End of Year Activities</b>		<b>End of Year Activities</b>		<b>End of Year Activities</b>	<b>End of Year Activities</b>	

# 3<sup>rd</sup> Grade: Quarter One

Week	Grammar	Reading	Spelling	Writing	Math
1	Back to School Activities	Back to School Activities	Back to School Activities	Back to School Activities	BTS Back to School Activities
2	<b>Nouns:</b> Explain the function of nouns and their functions in particular sentences. L.3.1.A	<b>Character Traits:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.3	<b>Word Families:</b> Word families share a similar sound and spelling pattern.	Setting up notebooks, understanding personal narratives, generating story ideas	Place Value Rounding to the nearest 10 and 100 using vertical number lines NBT.1
3	<b>Verbs:</b> Explain the function of verbs and their functions in particular sentences. L.3.1.A		<b>Consonants &amp; Vowels:</b> The letters a, e, i, o, and u are vowels. All other letters are consonants. The letter y can be either.	Narrowing topic, rehearsal & drafting, setting goals, writing a lead	
4	<b>Adjectives:</b> Explain the function of adjectives and their functions in particular sentences. L.3.1.A	<b>Ask &amp; Answer Questions:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.1	<b>Syllables:</b> Syllables are parts of words. Every syllable must have a vowel.	Writing a lead, understanding & punctuating dialogue	Addition & Subtraction <b>Addition Strategies:</b> Number lines, the standard algorithm, commutative and associative properties NBT.2, OA.9
5	<b>Adverbs:</b> Explain the function of adverbs and their functions in particular sentences. L.3.1.A		<b>Short Vowels:</b> Short vowels say a sound the vowel makes. They do not say the name of the vowel.	Adding details, word choice, show don't tell, transitions	
6	<b>Pronouns:</b> Explain the function of pronouns and their functions in particular sentences. L.3.1.A	<b>Context Clues:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4	<b>Long Vowels:</b> Long vowels say their names. Open syllables have a long vowel at the end.	Paragraphs, endings, editing & peer editing, publishing	Subtraction Strategies: standard algorithm, fact families, and subtracting across zeroes NBT.2
7	<b>Regular Plural Nouns:</b> Form and use regular and irregular plural nouns. L.3.1.B		<b>Consonant Blends:</b> A consonant blend is a group of consonants that blend together. Each consonant makes a sound.	Publishing, seed story ideas, rehearsal & drafting, revising the lead	
8	<b>Irregular Plural Nouns:</b> Form and use regular and irregular plural nouns. L.3.1.B	<b>Point of View:</b> Distinguish their own point of view from that of the narrator or those of the characters. RL.3.6	<b>Digraphs sh/th/ph:</b> A digraph is two letters combined to make one sound. Sh, th, and ph are digraphs.	Revising dialogue and word choice, adding details, show don't tell, transitions & paragraphs	Estimation and word problems using addition and subtraction 3.OA.8, NBT.2
9	Review		Review	Revising the ending, editing, publishing	Multi. Intro to multiplication, equal groups strategy. 3.OA.1

# 3<sup>rd</sup> Grade: Quarter Two

Week	Grammar	Reading	Spelling	Writing	Math
1	<b>Common and Proper Nouns:</b> Explain the function of nouns and their functions in particular sentences. L.3.1.A	<b>Main Idea &amp; Details:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.2	<b>Using ch &amp; tch:</b> We only use tch after a short vowel. We can use ch anywhere in a word.	Understanding informational reports, generating report ideas	<b>Multiplication</b>  <b>Multiplication Strategies:</b> Tape diagram, commutative property, arrays, number bonds, factors & products NBT.3, OA.1, OA.3, OA.5, OA.9
2	<b>Concrete and Abstract Nouns:</b> Use abstract nouns (e.g. childhood). L.3.1.C		<b>Using ck &amp; dge:</b> We only use ck and dge immediately after short vowels.	Narrowing the topic, setting goals, research, subtopics, and table of contents	
3	<b>Possessive Nouns:</b> Form and use possessives. L.3.2.D	<b>Context Clues:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.4	<b>Double Consonants:</b> We usually double l, s, f, and z immediately after a one-syllable word.	Paraphrasing, notetaking, drafting	
4	<b>Verb Tenses:</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. L.3.1.E	<b>Point of View:</b> Distinguish their own point of view from that of the author of a text. RI.3.6	<b>Closed Syllables:</b> A closed syllable has a short vowel followed by at least one consonant.	Writing leads, topic and concluding sentences, word choice, adding details, transitions	<b>Division</b>  <b>Division Strategies:</b> Missing factors, fact family and equal group strategies, repeated subtraction OA.2, OA.3, OA.4, OA.5, OA.6
5	<b>Irregular Past Tense Verbs:</b> Form and use regular and irregular verbs. L.3.1.C		<b>Long Vowels: Final e</b> Adding an e to the end of a word is one way to make a long vowel sound.	Writing a conclusion, editing, publishing, and text features	
6	<b>Helping Verbs:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.1.A	<b>Digraphs ay &amp; ai:</b> We use ai at the beginning or middle of base words and syllables. We use ay at the end of base words and syllables.	Choosing a topic and subtopics, table of contents, notetaking, and drafting		
7	<b>Linking Verbs:</b> Explain the function of verbs in general and their functions in particular sentences. L.3.1.A	<b>Text Features:</b> Use text features and search to locate information relevant to a given topic efficiently. RI.3.5. Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI.3.7	<b>Digraphs oy &amp; oi:</b> We use oi at the beginning or middle of base words and syllables. We use oy at the end of base words and syllables.	Revising the lead and conclusion, topic & concluding sentences, word choice & details, transitions	
8	Review	Holiday Activities	Review	Editing, publishing, text features	<b>Geometry</b>  Properties of polygons and quadrilaterals G.1
9	Holiday Activities		Holiday Activities	Holiday Activities	Area of rectangles using tiling and distributive property MD.C.5, MD.C.7, G.2



# 3<sup>rd</sup> Grade: Quarter Three

Week	Grammar	Reading	Spelling	Writing	Math					
1	<b>Conjunctions:</b> Use coordinating and subordinating conjunctions. L.3.I.H	Fiction	<b>Central Message:</b> Recount stories, including fables, 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. RL.3.2	<b>Digraphs ar &amp; or:</b> Ar and or are vowel digraphs. The vowel sound is controlled by the letter r.	Understanding opinion pieces, generating opinion ideas	Geometry	Perimeter, rectilinear shapes, and word problems involving area and perimeter MD.C.5, MD.C.6, MD.C.7, MD.D.8			
2	<b>Comparative and Superlative Adverbs &amp; Adjectives:</b> Form and use comparative/superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.I.G		<b>Cause &amp; Effect:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.I*	<b>Digraphs er, ir &amp; ur</b> Er, ir, and ur are vowel digraphs that all make the same sound. At the end of a word, the sound is usually spelled er.	Setting goals, writing strong opinions and supporting them with reasons, rehearsal & drafting					
3	<b>Subject &amp; Predicate:</b> Demonstrate command of the conventions of standard English grammar and usage when writing/speaking. L.3.I		<b>Word Parts:</b> Some words can be broken into word parts that include prefixes, suffixes, and base words.	Writing the lead, revising & supporting your reasons, considering your audience and opposing opinions	Opinion Writing			Fractions	Introduction to fractions and unit fractions NF.1	
4	<b>Subject &amp; Verb Agreement:</b> Ensure subject-verb and pronoun-antecedent agreement. L.3.I.F		<b>Suffixes: 1-1-1 Rule</b> When a word has one syllable with one vowel followed by one consonant, we double the consonant before adding a suffix that begins with a vowel.	Organizing writing into paragraphs, topic & concluding sentences, word choice, transitions, and conclusions		Fractions	Fractions on a number line, fractions equal to one, fractions greater than one NF.1, NF.2			
5	<b>Pronoun &amp; Antecedent Agreement:</b> Ensure subject-verb and pronoun-antecedent agreement. L.3.I.F		<b>Suffixes: Final e Rule</b> When a word ends with e, we drop the e before adding a suffix that begins with a vowel.	Editing, publishing, and generating deeper topics						Whole number fractions, equivalent fractions, comparing fractions with same numerator or denominator NF.3
6	<b>Simple &amp; Compound Sentences:</b> Produce simple, compound, and complex sentences. L.3.I.I		<b>Suffixes: y to i Rule</b> When a word ends with a consonant and y, we usually change the y to i before adding a suffix, unless the suffix begins with i.	Writing a strong opinion, generating reasons to support your opinion, rehearsal & drafting		Fractions	Fraction word problems NF.1, NF.2, NF.3			
7	<b>Capitalizing Titles:</b> Capitalize appropriate words in titles. L.3.2.A		<b>Poetry &amp; Figurative Language:</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text. RL.3.5 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. RL.3.4	<b>Word Families</b> Word families share a similar sound and spelling pattern. They can also share a base word and similar meaning.						
8	Review			Review		Revising the conclusion, editing, publishing				
9	State Testing		State Testing	State Testing	State Testing	Meas.	Telling time to the hour, half hour, and quarter hour MD.1			

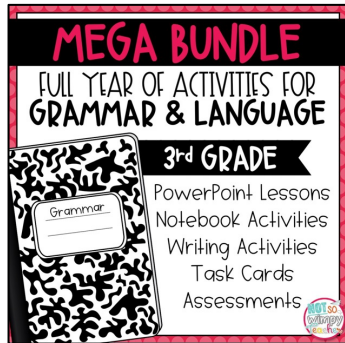
# 3<sup>rd</sup> Grade: Quarter Four

Week	Grammar	Reading	Spelling	Writing	Math		
1	<b>Dialogue:</b> Use commas and quotation marks in dialogue.. L.3.2.C	<b>Nonfiction</b> <b>Sequence:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. RI.3.3  <b>Cause &amp; Effect:</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). RI.3.8 & RI.3.3*  <b>Compare &amp; Contrast:</b> Compare and contrast the most important points and key details presented in two texts on the same topic. RI.3.9  <b>Answering Questions:</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. RI.3.10 & RI.3.1*	<b>Consonant + le Words:</b> Words that end with a consonant and the letter l must be followed by the letter e.	<b>Fiction Narrative</b> Understanding fiction narratives, characters, setting  Problem, solution, point of view, drafting  Goal setting, revising the lead, developing the characters and setting, creating suspense  Adding and punctuating dialogue, word choice, paragraphs, transitions  Revising the ending, editing, and publishing  Characters & point of view, setting, problem & solution, drafting  Revising lead, developing characters and setting, dialogue, paragraphs and transitions  Revising the ending, editing, publishing	<b>Measurement</b> Telling time to the nearest 5 minutes and nearest minute MD.1  Elapsed time and time word problems MD.1  Measuring with kilograms, grams, liters, and milliliters MD.2		
2	<b>Addresses:</b> Use commas in addresses. L.3.2.B		<b>Long a Words:</b> There are many ways to make the long a sound, including graphemes like aigh and ey.			<b>Data</b> Measuring to the nearest inch, half inch, and quarter inch MD.4	
3	<b>Prefixes:</b> Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4.B		<b>Long e Words:</b> There are many ways to make the long e sound, including graphemes like ee, ea, and ey.				
4	<b>Suffixes:</b> Determine the meaning of the new word formed when a known affix is added to a known word. L.3.4.B. Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4.A.		<b>Long i Words:</b> There are many ways to make the long i sound, including graphemes like igh and y.				
5	<b>Multiple Meaning Words:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.3.4		<b>Long o Words:</b> There are many ways to make the long o sound, including graphemes like oa and ow.		<b>Review</b> Use this time to review previously taught skills.		
6	<b>Shades of Meaning:</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. L.3.4		<b>Long u Words:</b> There are many ways to make the long u sound, including graphemes like ew and oo.				
7	<b>Dictionary Skills:</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.3.2.G		<b>Compound Words:</b> A compound word consists of two words that have been combined to make one new word.				
8	<b>Review</b>				<b>Review</b>		
9	<b>End of Year Activities</b>		<b>End of Year Activities</b>		<b>End of Year Activities</b>	<b>End of Year Activities</b>	

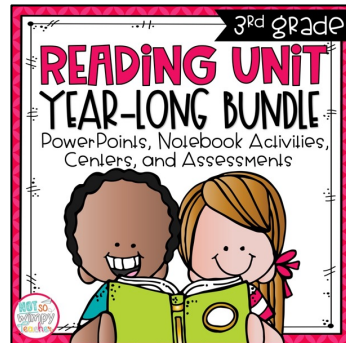
# Resource Bundles

Click the images below to learn about some of our money-saving bundles and seasonal resources that will help you implement this pacing guide!

## Grammar



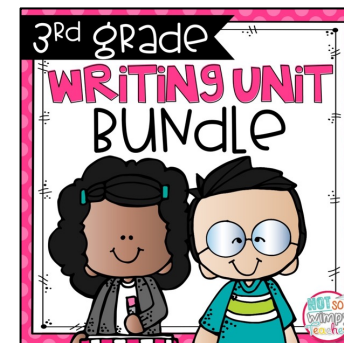
## Reading



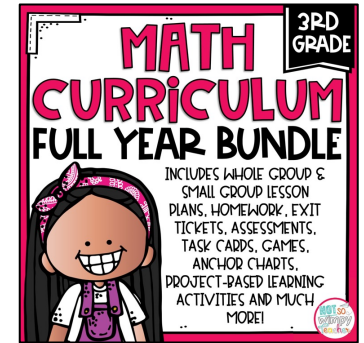
## Spelling



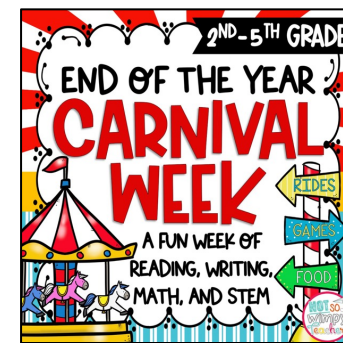
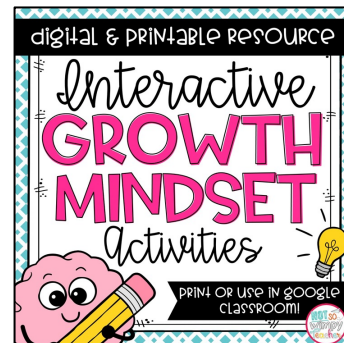
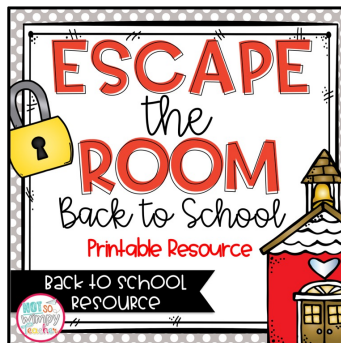
## Writing



## Math



## Seasonal



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# Credits

