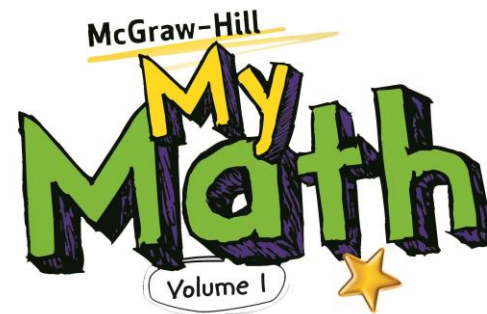
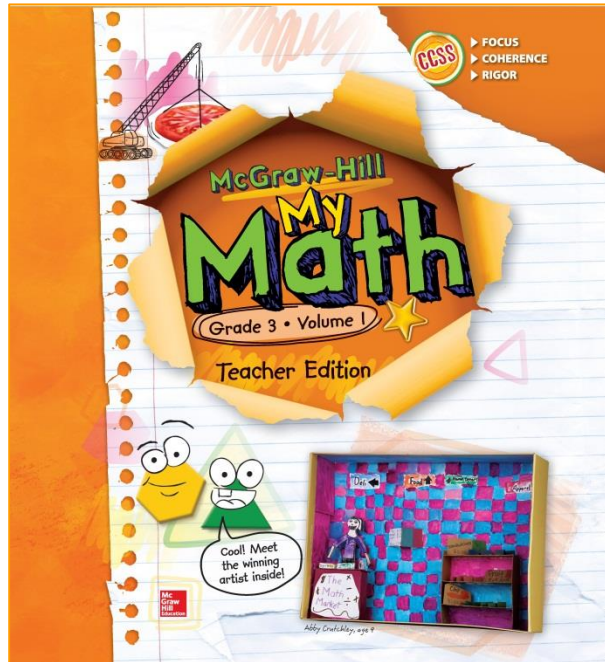




Plainfield Public Schools  
Plainfield, New Jersey  
Grade 3 Pacing Guide



Volumes 1 and 2

Grade 3

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UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
1. Computing with Whole Numbers	Teach & Unit Test	15 Days	<p><b>3.OA.8</b> Solve two-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 estimation strategies including rounding.</p>	145–150
	Reteach/Enrichment	3 days	<p><b>3.OA.9</b> Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>	67–72, 73–78, 295–300, 339–344, 383–388, 403–408, 429–434, 435–440
			<p><b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100.</p>	29–34, 35–40, 41–46
			<p><b>3.NBT.2</b> 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>	61–66, 79–84, 87–92, 93–98, 113–118, 133–138, 139–144, 145–150, 153–158
			<p><b>3.MD.2</b> 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, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	

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2. Understanding Multiplication and Division	Teach & Unit Test	15 days	<b>3.OA.1</b> Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</i>	193–198, 199–204, 205–210, 211–216, 301–306, 313–318, 333–338, 365–370, 475–480
	Reteach/ Enrichment	3 days	<b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</i>	245–250, 251–256, 257–262, 319–324, 345–350, 389–394, 409–414, 441–446, 461–466, 481–486
			<b>3.MD.3</b> 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	

UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
3. Connecting and Using Multiplication and Division	Teach & Unit Test	30 days	<b>3.OA.3</b> 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.	
	Reteach/ Enrichment	4 days	<b>3.OA.4</b> Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</i>	
			<b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. <i>Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as <math>8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</i>	365–370, 449–454, 501–506, 507–512, 513–518, 519–524, 527–532
			<b>3.OA.6</b> Understand division as an unknown-factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i>	
			<b>3.OA.7</b> 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.	265–270, 271–276, 307–312, 441–446, 455–460

UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
			<b>3.OA.8</b> Solve two-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 estimation strategies including rounding.	533–538, 539–544, 545–550, 551–556
			<b>3.NBT.3</b> Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	339–344
4. Understanding Area and Perimeter	Teach & Unit Test	20 days	<b>3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of area measurement.	765–770
	Reteach/Enrichment	4 days	<b>3.MD.6</b> Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	771–776, 779–784
			<b>3.MD.7</b> Relate area to the operations of multiplication and addition.	785–790, 791–796, 797–802
			<b>3.MD.8</b> 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.	753–758, 759–764, 805–810, 811–816

UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
5. Understanding Fractions	Teach & Unit Test	20 days	<b>3.NF.1</b> 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 $1/b$ .	575–580, 581–586, 587–592
	Reteach/Enrichment	4 days	<b>3.NF.2</b> Understand a fraction as a number on the number line; represent fractions on a number line diagram.	595–600, 601–606, 607–612, 613–618
			<b>3.MD.1</b> 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.	
6. Reasoning about Fraction Comparisons and Equivalence	Teach & Unit Test	20 days	<b>3.NF.3</b> Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	601–606, 607–612, 613–618
	Reteach/Enrichment	4 days	<b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</i>	
7. Reasoning about Two-Dimensional Shapes	Teach & Unit test	15 days	<b>3.MD.8</b> 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.	753–758, 759–764, 805–810, 811–816
	Reteach & Enrichment	3 days		

UNIT TITLE	PACING		CCSS STANDARDS	PAGE NUMBERS
			<b>3.G.1</b> 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.	839–844, 845–850, 851–856, 859–864, 865–870
			<b>3.G.2</b> Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</i>	569–574, 871–876
8. Exploring Measurement and Data	Teach & Unit Test	15 days	<b>3.MD.1</b> 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.	659–664, 665–670, 671–676
	Reteach/ Enrichment	3 days	<b>3.MD.2</b> 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, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	633–638, 639–644, 645–650, 651–656, 671–676
			<b>3.MD.3</b> 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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	697–702, 703–708, 709–714, 735–740
			<b>3.MD.4</b> 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.	715–720, 723–728, 729–734