

**Ark Community Charter School
Math Curriculum Framework –Grade 3**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles	When and in what order will the standards be taught and assessed?	What should students know? Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable? All Key Ideas are (I) and (P) and (A) are marked in bold	What specific tools will be used to assess which content standard or skills standard at this grade level?
The italicized problem solving strand performance indicators are done on a daily, or at least once a week basis throughout the year (every chapter).	Daily or at least once a week.	Problem Solving Strand	<i>Students will build new mathematical knowledge through problem solving.</i>	<p><i>3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation</i></p> <p><i>3.PS.2 Understand that some ways of representing a problem are more helpful than others</i></p> <p><i>3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions</i></p>	For all of the italicized problem solving strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher

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					checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.
			<i>Students will solve problems that arise in mathematics and in other contexts.</i>	<p><i>3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature</i></p> <p><i>3.PS.5 Formulate problems and solutions from everyday situations</i></p> <p><i>3.PS.6 Translate from a picture/diagram to a numeric expression</i></p> <p><i>3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms</i></p> <p><i>3.PS.8 Select an appropriate representation of a problem</i></p>	
			<i>Students will apply and adapt a variety of appropriate strategies to solve problems.</i>	<p><i>3.PS.9 Use trial and error to solve problems</i></p> <p><i>3.PS.10 Use process of elimination to solve problems</i></p> <p><i>3.PS.11 Make pictures/diagrams of</i></p>	

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				<p><i>problems</i></p> <p><i>3.PS.12 Use physical objects to model problems</i></p> <p><i>3.PS.13 Work in collaboration with others to solve problems</i></p> <p><i>3.PS.14 Make organized lists to solve numerical problems</i></p> <p><i>3.PS.15 Make charts to solve numerical problems</i></p> <p><i>3.PS.16 Analyze problems by identifying relationships</i></p> <p><i>3.PS.17 Analyze problems by identifying relevant versus irrelevant information</i></p> <p><i>3.PS.18 Analyze problems by observing patterns</i></p> <p><i>3.PS.19 State a problem in their own words</i></p>	
			<p><i>Students will monitor and reflect on the</i></p>	<p><i>3.PS.20 Determine what information is needed to solve a problem</i></p> <p><i>3.PS.21 Discuss with peers to understand a</i></p>	

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			<i>process of mathematical problem solving.</i>	<p><i>problem situation</i></p> <p><i>3.PS.22 Discuss the efficiency of different representations of a problem</i></p> <p><i>3.PS.23 Verify results of a problem</i></p> <p><i>3.PS.24 Recognize invalid approaches</i></p> <p><i>3.PS.25 Determine whether a solution is reasonable in the context of the original problem</i></p>	
		Reasoning and Proof Strand	<i>Students will recognize reasoning and proof as fundamental aspects of mathematics.</i>	<p><i>3.RP.1 Use representations to support mathematical ideas</i></p> <p><i>3.RP.2 Determine whether a mathematical statement is true or false and explain why</i></p>	For all of the italicized reasoning and proof strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS

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					section quizzes, and Scott Foresman NYS chapter tests.
			<i>Students will make and investigate mathematical conjectures</i>	3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas 3.RP.4 Make conjectures from a variety of representations	
			<i>Students will develop and evaluate mathematical arguments and proofs.</i>	3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions 3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students	
			<i>Students will select and use various types of reasoning and methods of proof.</i>	3.RP.8 Support an argument by trying many cases	
		Communication Strand	<i>Students will organize and consolidate their</i>	3.CM.1 Understand and explain how to organize their thought process 3.CM.2 Verbally explain their rationale for strategy selection	For all of the italicized communication strand

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			<i>mathematical thinking through communication.</i>	<i>3.CM.3 Provide reasoning both in written and verbal form</i>	performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.
			<i>Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</i>	<i>3.CM.4 Organize and accurately label work</i> <i>3.CM.5 Share Organized Mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form</i>	

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				3.CM.6 Answer clarifying questions from others	
			<i>Students will analyze and evaluate the mathematical thinking and strategies of others.</i>	3.CM.7 Listen for understanding of mathematical solutions shared by other students 3.CM.8 Consider strategies used and solutions found in relation to their own work	
			<i>Students will use the language of mathematics to express mathematical ideas precisely.</i>	3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others 3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary 3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning	
		Connections Strand	<i>Students will recognize and use connections among mathematical ideas.</i>	3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas 3.CN.2 Compare and contrast mathematical ideas	For all of the italicized connections strand performance indicators: They are assessed through a variety

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				<i>3.CN.3 Connect and apply mathematical information to solve problems</i>	of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.
			<i>Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</i>	<i>3.CN.4 Understand multiple representations and how they are related 3.CN.5 Model situations with objects and representations and be able to make observations</i>	
			<i>Students will recognize and apply mathematics in contexts outside</i>	<i>3.CN.6 Recognize the presence of mathematics in their daily lives 3.CN.7 Apply mathematics to solve problems that develop outside of</i>	

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			<i>of mathematics.</i>	<i>mathematics</i> <i>3.CN.8 Recognize and apply mathematics to other disciplines</i>	
		Representation Strand	<i>Students will create and use representations to organize, record, and communicate mathematical ideas.</i>	<p><i>3.R.1 use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations</i></p> <p><i>3.R.2 Share mental images of mathematical ideas and understandings</i></p> <p><i>3.R.3 Recognize and use external mathematical representations</i></p> <p><i>3.R.4 Use standard and nonstandard representations with accuracy and detail</i></p>	For all of the italicized representation strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.
			<i>Students will select, apply,</i>	<i>3.R.5 Understand similarities and differences in representations</i>	

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			<i>and translate among mathematical representations to solve problems.</i>	<p>3.R.6 Connect mathematical representations with problem solving</p> <p>3.R.7 Construct effective representations to solve problems</p>	
			<i>Students will use representations to model and interpret physical, social, and mathematical phenomena.</i>	<p>3.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)</p> <p>3.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)</p> <p>3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)</p>	
		Number Sense and Operations Strand	<i>Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and</i>	<p>Number Systems</p> <p>3.N.1 Skip count by 25's, 50's, 100's to 1,000</p> <p>3.N.2 Read and write whole numbers to 1,000</p> <p>3.N.3 Compare and order numbers to 1,000</p> <p>3.N.4 Understand the place value structure of the base ten number system:</p>	

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			<i>number systems.</i>	<p>10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand</p> <p>3.N.5 Use a variety of strategies to compose and decompose three-digit numbers</p> <p>3.N.6 Use and explain the commutative property of addition and multiplication</p> <p>3.N.7 Use 1 as the identity element for multiplication</p> <p>3.N.8 Use the zero property of multiplication</p> <p>3.N.9 Understand and use the associative property of addition</p> <p>3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection</p> <p>3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$) as part of a</p>	

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				<p>whole or a set of objects</p> <p>3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction</p> <p>3.N.13 Recognize fractional numbers as equal parts of a whole</p> <p>3.N.14 Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)</p> <p>3.N.15 Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line</p> <p>3.N.16 Identify odd and even numbers</p> <p>3.N.17 Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction</p>	
			<p><i>Students will understand meanings of operations and procedures, and how they relate</i></p>	<p>Operations</p> <p>3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)</p>	

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			<i>to one another.</i>	<p>3.N.19 Develop fluency with single-digit multiplication facts</p> <p>3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12 x 12</p> <p>3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication</p> <p>3.N.22 Demonstrate fluency and apply single-digit division facts</p> <p>3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division</p> <p>3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations</p>	
			<i>Students will compute accurately and make reasonable estimates.</i>	<p><i>Estimation</i></p> <p>3.N.25 Estimate numbers up to 500</p> <p>3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate</p>	

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				3.N.27 Check reasonableness of an answer by using estimation	
		Algebra Strand	<i>Students will perform algebraic procedures accurately.</i>	<i>Equations and Inequalities</i> 3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{ and } \frac{1}{10}\right)$	
			<i>Students will recognize, use, and represent algebraically patterns, relations, and functions.</i>	<i>Patterns, Relations, and Functions</i> 3.A.2 Describe and extend numeric (+, -) and geometric patterns	
		Geometry Strand	<i>Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.</i>	<i>Shapes</i> 3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) 3.G.2 Identify congruent and similar figures 3.G.3 Name, describe, compare, and	

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				<p>sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone</p> <p>3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes</p>	
			<p><i>Students will apply transformations and symmetry to analyze problem solving situations.</i></p>	<p>Transformational Geometry</p> <p>3.G.5 Identify and construct lines of symmetry</p>	
		<p>Measurement Strand</p>	<p><i>Students will determine what can be measured and how, using appropriate methods and formulas.</i></p>	<p>Units of Measurement</p> <p>3.M.1 Select tools and units (customary) appropriate for the length measured</p> <p>3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, and whole yards)</p> <p>3.M.3 Measure objects, using ounces and pounds</p> <p>3.M.4 Recognize capacity as an attribute that can be measured</p>	

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				<p>3.M.5 Compare capacities (e.g., Which contains more? Which contains less?)</p> <p>3.M.6 Measure capacity, using cups, pints, quarts, and gallons Students will use units to give meaning to measurements</p> <p>3.M.7 Count and represent combined coins and dollars, using currency symbols (\$0.00)</p> <p>3.M.8 Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes</p>	
			<p><i>Students will develop strategies for estimating measurements.</i></p>	<p>3.M.9 Tell time to the minute, using digital and analog clocks</p> <p>3.M.10 Select and use standard (customary) and non-standard units to estimate measurements</p>	
		<p>Statistics and Probability Strand</p>	<p><i>Students will collect, organize, display, and analyze data.</i></p>	<p><i>Collection of Data</i> 3.S.1 Formulate questions about themselves and their surroundings</p> <p>3.S.2 Collect data using observation and surveys, and record appropriately</p> <p><i>Organization and Display of Data</i></p>	

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				<p>3.S.3 Construct a frequency table to represent a collection of data</p> <p>3.S.4 Identify the parts of pictographs and bar graphs</p> <p>3.S.5 Display data in pictographs and bar graphs</p> <p>3.S.6 State the relationships between pictographs and bar graphs</p> <p><i>Analysis of Data</i></p> <p>3.S.7 Read and interpret data in bar graphs and pictographs</p>	
			<i>Students will make predictions that are based upon data analysis.</i>	3.S.8 Formulate conclusions and make predictions from graphs	
<u>Chapter One</u> Place Value and Money	16 days			<p>3.N.2 Read and write whole numbers to 1,000</p> <p>3.N.3 Compare and order numbers to 1,000</p> <p>3.N.4 Understand the place value structure of the base ten number system:</p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A</p> <p>2/3 Quiz B</p>

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				<p>10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand</p> <p>3.N.5 Use a variety of strategies to compose and decompose three-digit numbers</p> <p>3.N.16 Identify odd and even numbers</p> <p>3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations</p> <p>3.A.1 Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{ and } \frac{1}{10}\right)$</p> <p>3.A.2 Describe and extend numeric (+, -) and geometric patterns</p> <p>3.M.7 Count and represent combined coins and dollars, using currency symbols (\$0.00)</p>	<p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Spiral Review</p>
<u>Chapter 2</u> <u>Addition and</u>	14 days			<i>Patterns, Relations,</i> 3.A.2 Describe and extend numeric (+, -) and	

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<u>Subtraction Number Sense</u>				geometric patterns <i>and Functions</i>	
<u>Chapter 3</u> Adding and Subtracting					
<u>Chapter Four</u> Time, Data, and Graphs	17 days			<p>3.N.6 Use and explain the commutative property of addition and multiplication</p> <p>3.N.9 Understand and use the associative property of addition</p> <p><i>3.N.17 Develop an understanding of odd/even numbers as a result of addition or subtraction.</i></p> <p><i>3.N.25 Estimate numbers up to 500</i></p> <p><i>3.N.26 Recognize real world situations in which an estimate is more appropriate.</i></p> <p><i>3.N.27 Check reasonableness of an answer by using estimation</i></p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A 2/3 Quiz B</p> <p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep</p> <p>Math journal writing weekly</p>

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<u>Chapter 5</u> Multiplication Concepts and Facts	17 days			<p><i>3.N.18 – Use a variety of strategies to add and subtract 3-digit numbers</i></p> <p><i>3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations.</i></p> <p><i>3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand</i></p> <p><i>3.N.26 Recognize real world situations in which an estimate is more appropriate</i></p> <p><i>3.A.1 Develop strategies for selecting the appropriate computational and operational method in problem situations</i></p>	Scott Foresman Program NYS Test 1/3 Quiz A 2/3 Quiz B Chapter Test Informal small group assessment daily Math Practice Book Homework assessed daily Daily Spiral Test Prep Math journal writing weekly
<u>Chapter 6</u> More Multiplication Facts	13 days			<p><i>3.M.8 Relate unit fractions to the face of the clock: Whole= 60 minutes; $\frac{1}{2}$ = 30 minutes; $\frac{1}{4}$ = 15 minutes</i></p> <p><i>3.M.9 Tell time to the minute, using digital and analog clocks</i></p> <p><i>3.S.1 Formulate questions about themselves</i></p>	Scott Foresman Program NYS Test 1/3 Quiz A 2/3 Quiz B Chapter Test Informal small

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				<p><i>and their surroundings</i></p> <p><i>3.S.2 Collect data using observations and surveys and record appropriately</i></p> <p><i>3.S.8 Formulate conclusions and make predictions from graphs</i></p> <p><i>3.S.3 Construct a frequency table to represent a collection of data</i></p> <p><i>3.S.4 Identify the parts of pictographs and bar graphs</i></p> <p><i>3.S.5 Display data in pictographs and bar graphs</i></p> <p><i>3.S.6 State the relationships between pictographs and bar graphs</i></p> <p><i>3.S.7 Read and interpret data in bar graphs and pictographs</i></p>	<p>group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep</p> <p>Math journal writing weekly</p>
<p><u>Chapter 7</u></p> <p>Division Concepts and facts</p>	<p>13 Days</p>			<p><i>3.N.21 Use the area model, tables , patterns, arrays, and doubling to provide meaning for multiplication.</i></p> <p><i>3.N.6 Use and explain the commutative property of addition and multiplication</i></p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A 2/3 Quiz B</p> <p>Chapter Test</p>

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				<p><i>3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12x12</i></p> <p><i>3.N.16 Identify odd and even number</i></p> <p><i>3.N.7 Use 1 as the identity element for multiplication</i></p> <p><i>3.N.8 Use the zero property of multiplication</i></p>	<p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep</p> <p>Math journal writing weekly</p>
<p><u>Chapter 8</u></p> <p>Geometry and Measurement</p>	15 days			<p><i>3.N.19 Develop fluency with single-digit multiplication facts</i></p> <p><i>3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication.</i></p> <p><i>3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12x12</i></p> <p><i>3.A.2 Describe and extend numeric (+,-) and geometric patterns</i></p> <p><i>3.N.24 Develop strategies for selecting the appropriate computational and operational</i></p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A 2/3 Quiz B</p> <p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test</p>

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
				<p><i>methods in problem solving situations</i></p> <p>3.N.25 Estimate numbers up to 500</p>	Prep Math journal writing weekly
<p><u>Chapter 9</u></p> <p>Fractions and Measurement</p>	16 days			<p>3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division</p> <p>3.N.24 Use tables, patterns, halving and manipulatives to provide meaning for division</p> <p>3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication.</p> <p>3.n.22 Demonstrate fluency and apply single digit division facts</p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A 2/3 Quiz B</p> <p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep Math journal writing weekly</p>
<p><u>Chapter 10</u></p> <p>Decimals and Measurement</p>	18 days			<p>3.G.3 Name, describe, compare and sort three dimensional shapes: cube cylinder, sphere, prism, and cone.</p> <p>3.N.24 Develop strategies for selecting the</p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A 2/3 Quiz B</p>

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
				<p><i>appropriate computational and operational method in problem solving situations</i></p> <p><i>3.G.1 Define and use correct terminology when referring to shapes (Circle, triangle, square, rectangle, rhombus, trapezoid and hexagon)</i></p> <p><i>3.G.2 Identify congruent and similar figures.</i></p> <p><i>3.G.5 Identify and construct lines of symmetry</i></p> <p><i>3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12x12</i></p>	<p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep Math journal writing weekly</p>
<p><u>Chapter 11</u></p> <p>Multiplying and Dividing Greater Numbers</p>	10 days			<p><i>3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection</i></p> <p><i>3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, and $\frac{1}{10}$) as part of a whole or a set of objects</i></p> <p><i>3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction</i></p>	<p>Scott Foresman Program NYS Test</p> <p>$\frac{1}{3}$ Quiz A $\frac{2}{3}$ Quiz B</p> <p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice</p>

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
				<p><i>3.N.13 Recognize fractional numbers as equal parts of a whole</i></p> <p><i>3.N.15 Compare and order unit fractions (1/2, 1/3, and 1/4) and find their approximate locations on a number line.</i></p> <p><i>3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations</i></p> <p><i>3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and 1/2 inches, whole feet, and whole yards)</i></p> <p><i>3.M.10 Select And use standard (customary) and non-standard units to estimate measurement</i></p> <p><i>3.M.1 Select tools and units (customary) appropriate for the length measured</i></p>	<p>Book Homework assessed daily</p> <p>Daily Spiral Test Prep</p> <p>Math journal writing weekly</p>
<p><u>Chapter 12</u></p> <p>Measurement and Probability</p>	<p>17-19 Days</p>			<p><i>**Readiness for a later New York Core Curriculum Standard</i></p> <p><i>3.N.24 Develop strategies for selecting the</i></p>	<p>Scott Foresman Program NYS Test</p> <p>1/3 Quiz A</p> <p>2/3 Quiz B</p>

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
				<p><i>appropriate computational and operational methods in problem solving situations</i></p> <p><i>3.N.25 Estimate numbers up to 500</i></p> <p><i>3.N.27 Check reasonableness of an answer by using estimation</i></p> <p><i>3.N.23 Use tables, patterns, halving and manipulatives to provide meaning for division</i></p>	<p>Chapter Test</p> <p>Informal small group assessment daily</p> <p>Math Practice Book Homework assessed daily</p> <p>Daily Spiral Test Prep</p> <p>Math journal writing weekly</p>