# Pacing Guide for Acuity Readiness Form A Grade 3 - Mathematics

| Grade | Domain | Cluster | Standard Skills | DOK |
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| Grade 02 | 2.G Geometry | Reason with shapes and their attributes | 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1- Recognizing and Recalling |
| Grade 02 | 2.MD Measurement and Data | Work with time and money | 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and cent symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? | ~ |
| Grade 02 | 2.NBT Number and Operations in Base Ten | Use place value understanding and properties of operations to add and subtract | 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1 - Recall |
| Grade 02 | 2.OA Operations and Algebraic Thinking | Represent and solve problems involving addition and subtraction | 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1 - Recognizing and Recalling |
| Grade 02 | 2.OA Operations and Algebraic Thinking | Add and subtract within 20 | 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1- Recognizing and Recalling |
| Grade 02 | 2.OA Operations and Algebraic Thinking | Work with equal groups of objects to gain foundations for multiplication | 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1 - Recognizing and Recalling |

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| Grade 02 | 2.OA Operations and Algebraic Thinking | Work with equal groups of objects to gain foundations for multiplication | 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.G Geometry | Reason with shapes and their attributes | 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. | Level 1 - Recognizing and Recalling |
| Grade 03 | 3.MD Measurement and Data | 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. | 3.MD.5.a A square with side length 1 unit, called a unit square, is said to have one square unit of area, and can be used to measure area. | Level 1 - Recognizing and Recalling |
| Grade 03 | 3.NBT Number and Operations in Base Ten | Use place value understanding and properties of operations to perform multi-digit arithmetic | 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. | Level 1 - Recognizing and Recalling |
| Grade 03 | 3.NBT Number and Operations in Base Ten | Use place value understanding and properties of operations to perform multi-digit arithmetic | 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 addition and subtraction. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1 - Recall |
| Grade 03 | 3.NF Number and Operations - Fractions | Develop understanding of fractions as numbers | 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. | Level 2 - Using Fundamental Concepts and Procedures/ Level 1 - Recall |
| Grade 03 | 3.NF Number and Operations - Fractions | Develop understanding of fractions as numbers | 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. | Level 2 - Using Fundamental Concepts and Procedures |

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| Grade 03 | 3.NF Number and Operations - Fractions | 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. | 3.NF.2.a Represent a fraction 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 that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. | Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.NF Number and Operations - Fractions | 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. | 3.NF.2.b Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. | Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.NF Number and Operations - Fractions | 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | 3.NF.3.b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. | Level 3 - Concluding and Explaining/ Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.NF Number and Operations - Fractions | 3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | 3.NF.3.b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. | Level 3 - Concluding and Explaining/ Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.OA Operations and Algebraic Thinking | Represent and solve problems involving multiplication and division | 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 shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 / 8. | Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.OA Operations and Algebraic Thinking | Represent and solve problems involving multiplication and division | 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = [box] / 3, 6 x 6 = ?. | Level 2 - Using Fundamental Concepts and Procedures |
| Grade 03 | 3.OA Operations and Algebraic Thinking | Solve problems involving the four operations, and identify and explain patterns in arithmetic | 3.OA.8 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. | Level 2 - Using Fundamental Concepts and Procedures |