

Third Grade Mathematics Pacing Guide
Missouri Learning Standards
Jennings School District

Time Frame	Units	Grade Level Standards	Point Range	Range of Emphasis
4 weeks	Unit 1: Number Sense and Operations in Base Ten	3NBTA1, 3NBTA2, 3NBTA3, 3NBTA4	8 - 10	17 – 21%
10 weeks (4 weeks-part 1, 6 weeks-part2)	Unit 2: Relationship and Algebraic Thinking	3RAA1, 3RAA2, 3RAA3, 3RAA4, 3RAA5, 3RAB6, 3RAC7, 3RAC8, 3RAD9, 3RAD10, 3RAE11	8 - 18	17 – 36%
6 weeks	Unit 3: Number Sense and Operations in Fractions	NFA1, NFA2a, NFA2b, NFA3a, NFA3b, NFA3c, NFA4, NFA5, NFA6, NFA7	8 - 10	17 – 21%
7 weeks	Unit 4: Geometry and Measurement	GMA1, GMA2, GMA3, GMB4, GMB5, GMB6, GMB7, GMB8, GMC9, GMC10, GMC11, GMC 12, GMC13, GMC14, GMD15, GMD16	7 - 16	14 – 32%
3 weeks	Unit 5: Data and Statistics	DSA1, DSA2, DSA3, DSA4	7 - 16	14 – 32%
2 weeks	Test preparation	All grade level expectations		

Third Grade Mathematics

Grade-Level Expectations Version 2.0

Expectations coded with an asterisk *, indicate it should be assessed at the local level.

Power Standards

Number and Operations

- **N1A3** Read, write, and compare whole numbers up to 10,000
- **N1B3** *Represent halves, thirds and fourths.
- **N1C3** Recognize equivalent representations for the same number and generate them by decomposing and composing numbers including expanded notation.
- **N1D3** Classify numbers by their characteristics, including odd and even.
- **N2A3** *Represent/model a given situation involving multiplication and related division using various models including sets, arrays, areas, repeated addition/subtraction, sharing and partitioning.
- **N2B3** *Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.
- **N3A3** * Represent a mental strategy used to compute a given multiplication problem up to 9×9 .
- **N3B3** Use strategies to develop fluency with basic number relationships (9×9) of multiplication and division.
- **N3C3** Apply and describe the strategy used to compute up to a 3-digit addition or subtraction problem.
- **N3D3** Estimate and justify sums and differences of whole numbers.

Algebraic Relationships

- **A1A3** Extend geometric (shapes) and numeric patterns to find the next term.
- **A1B3** Represent patterns using words, tables, or graphs.
- **A2A3** Using all operations, represent a mathematical situation as an expression or number sentence.
- **A2B3** Use the commutative, distributive and associative properties for basic facts of whole numbers.
- **A3A3** *Model problem situations including multiplication with objects or drawings.
- **A4A3** *Describe quantitative change, such as students growing two inches a year.

Geometric and Spatial Relationships

- **G1A3** Compare and analyze two dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid and triangle).
- **G1C3** *Predict the results of putting together or taking apart two- and three-dimensional shapes.
- **G2A3** *Describe location using common language and geometric vocabulary (forward, back, left, right, north, south, east, west)
- **G3A3** Determine if two objects are congruent through a slide, flip, or turn.
- **G3C3** Identify lines of symmetry in polygons.

Measurement

- **M1A3** *Identify and justify the appropriate unit of measure (linear, time, weight)
- **M1C3** Tell time to the nearest five minutes.
- **M1D3** Determine change from \$5.00 and add and subtract money values to \$5.00
- **M2A3** *Use a referent for measures to make comparisons and estimates.
- **M2C3** Determine the perimeter of polygons.

Data and Probability

- **D1A3** *Design investigations to address a given question
- **D1C3** Read and interpret information from line plots and graphs (bar, line, pictorial).
- **D2A3** *Describe the shape of data and analyze it for patterns.
- **D3A3** *Discuss events related to students' experiences as likely or unlikely.

