

Pacing Guides for Acuity Readiness Form C Grade 3 - Math

Grade	Domain	Cluster	Cluster	Standard	DOK
Grade 03	3.G Geometry	Reason with shapes and their attributes	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 - Recall
Grade 03	3.G Geometry	Reason with shapes and their attributes	Reason with shapes and their attributes	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	Level 1 - Recognizing and Recalling
Grade 03	3.G Geometry	Reason with shapes and their attributes	Reason with shapes and their attributes	3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.MD Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	3.MD.1 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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.MD Measurement and Data	Represent and interpret data	Represent and interpret data	3.MD.4 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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.NBT Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic	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	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 1 - Recall
Grade 03	3.NBT Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic	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

Grade 03	3.NBT Number and Operations in Base Ten	Use place value understanding and properties of operations to perform multi-digit arithmetic	Use place value understanding and properties of operations to perform multi-digit arithmetic	3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 - 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.NF Number and Operations - Fractions	Develop understanding of fractions as numbers	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
Grade 03	3.NF Number and Operations - Fractions	Develop understanding of fractions as numbers	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	Develop understanding of fractions as numbers	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	Develop understanding of fractions as numbers	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 2 - Using Fundamental Concepts and Procedures
Grade 03	3.NF Number and Operations - Fractions	Develop understanding of fractions as numbers	3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3.NF.3.d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.OA Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division	Represent and solve problems involving multiplication and division	3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	Level 1 - Recognizing and Recalling
Grade 03	3.OA Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division	Represent and solve problems involving multiplication and division	3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.OA Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division	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	Represent and solve problems involving multiplication and division	3.OA.3 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.	Level 1 - Recognizing and Recalling
Grade 03	3.OA Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division	Represent and solve problems involving multiplication and division	3.OA.3 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.	Level 2 - Using Fundamental Concepts and Procedures
Grade 03	3.OA Operations and Algebraic Thinking	Represent and solve problems involving multiplication and division	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 $8 \times ? = 48$, $5 = \boxed{} / 3$, $6 \times 6 = ?$.	Level 1 - Recognizing and Recalling
Grade 03	3.OA Operations and Algebraic Thinking	Multiply and divide within 100	Multiply and divide within 100	3.OA.7 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 $40 / 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Level 1 - Recognizing and Recalling
Grade 03	3.OA Operations and Algebraic Thinking	Solve problems involving the four operations, and identify and explain patterns in arithmetic	Solve problems involving the four operations, and identify and explain patterns in arithmetic	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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.	Level 2 - Using Fundamental Concepts and Procedures