## 23-24 Grade 3 Math Pacing Guide

| 4.0 Target | 3.0 Target | T1 | T2 | T3 |
| :---: | :---: | :---: | :---: | :---: |
| Operations and Algebraic Thinking |  |  |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | 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. |  |  | X |
| Does Not Extend | Fluently (mentally) multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, known from memory all products of two 1-digit numbers. |  | X | X |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | 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. |  |  | X |
| Number and Operations in Base Ten |  |  |  |  |
| Does Not Extend | Add and subtract within 500 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction | X |  |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Use place value understanding to round whole numbers to the nearest 10 or 100. |  | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |  | X |  |

## Number and Operations: Fractions

| Does Not Extend | Understand a fraction as a number on the number line; represent fractions on a number line diagram. |  | X |
| :---: | :---: | :---: | :---: |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. |  | X |
| Does Not Extend | Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3=3 / 1$; recognize that $6 / 1=$ 6; locate $4 / 4$ and 1 at the same point of a number line diagram. | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | 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. |  | X |

## Measurement and Data

| Does Not Extend | Tell and write time to the nearest minute. |  | X |
| :---: | :---: | :---: | :---: |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. | X |  |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve onestep word problems involving masses or volumes that are given in the same units. | X |  |
| Does Not Extend | 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. | X |  |
| Does Not Extend | Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | X |  |
| Does Not Extend | Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real-world problems. |  | X |
| Students have multiple ways to demonstrate extension. For more information or to see a scoring rubric, contact your child's teacher. | 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. |  | X |
| Geometry |  |  |  |
| Does Not Extend | Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |  | X |
| Does Not Extend | 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 $1 / 4$ of the area of the shape. | X |  |

