

## Instructional Guide

Grade Level Third Grade

Subject Math

School System Pickens County

School Year 2011-2012

| Time Period<br>(Pacing – when) | State Assessment Correlations | Standards/ Components<br>(Pacing – what)                                                                                                                                                                                                              | Resources/ Activities<br>(Pacing – how)<br><br>Curricular Alignment                                                                                                                                                                                                                                               | Date of Common Formative Assessment<br>(Pacing – how well) | Mapping Comments (What works what needs adjustment) |
|--------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------|
| <b>1st 6 weeks</b>             |                               |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                                                            |                                                     |
| 1st 6 weeks                    | ARMT                          | 3.1.a. Demonstrate concepts of number sense by comparing whole numbers through 9,999.<br>3.1.B.1. Comparing numbers using the symbols $>$ , $<$ , $=$ , and $\neq$<br>3.1.B.2. Determining the place value of a digit in a whole number through 9,999 | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Saxon Lessons: 47, 130-2<br>Guided Practice: 47, 48, 52, 55–1, 61, 64, 67, 69, 76, 78, 87, 95–1, 106, 107, 114<br><br>Saxon lessons: 27, 34, 41, 64, 76, 92, 96, 103, 109, 134<br>Guided practice lessons: 5, 7, 41, 42, 44, 46, 57, 62, 95–1, 133, 134 |                                                            |                                                     |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 1st 6 weeks        | ARMT                                 | 3.1.b. Demonstrate concepts of number sense by ordering whole numbers through 9,999.<br>3.1.B.1. Comparing numbers using the symbols $>$ , $<$ , $=$ , and $\neq$<br>3.1.B.2. Determining the place value of a digit in a whole number through 9,999<br>3.1.B.4.a. Locating a positive integer through the thousands place between -21 and 0 on a number line<br>3.1.B.4.b. Locating a negative integer through the thousands place between -21 and 0 on a number line | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Saxon Lessons: 47, 130-2<br>Guided Practice: 47, 48, 52, 55–1, 61, 64, 67, 69, 76, 78, 87, 95–1, 106, 107, 114<br><br>Saxon lessons: 27, 34, 41, 64, 76, 92, 96, 103, 109, 134<br>Guided practice lessons: 5, 7, 41, 42, 44, 46, 57, 62, 95–1, 133, 134<br><br>Saxon lessons: 55–2, 128<br>Guided practice lessons: 55–1, 57, 59, 61, 123, 125–1, 126, 127, 128, 129, 131, 133, 134 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                        | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                       | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 1st 6 weeks        | ARMT                                 | 3.1.c. Demonstrate concepts of number sense by expanding whole numbers through 9,999.<br>3.1.B.1. Comparing numbers using the symbols $>$ , $<$ , $=$ , and $\neq$<br>3.1.B.2. Determining the place value of a digit in a whole number through 9,999<br>3.1.B.5. Converting a number written in expanded notation to standard form | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Saxon Lessons: 27, 34, 41, 64, 76, 92, 96, 103, 109, 134<br>Guided Practice: 5, 7, 41, 42, 44, 46, 57, 62, 95–1, 133, 134<br><br>Saxon lessons: 55–2, 128<br>Guided practice lessons: 55–1, 57, 59, 61, 123, 125–1, 126, 127, 128, 129, 131, 133, 134<br><br>Saxon lessons: 41, 104, 112<br>Guided practice lessons: 41, 42, 47, 51, 53, 62 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                   | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                    | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 1st 6 weeks        | ARMT                                 | 3.1.B.3 Writing a four-digit number in words                                                                                   | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br>Saxon Lessons: 68, 78, 103, 104, 106<br>Guided Practice: 68, 69, 71, 73, 78, 79, 82, 83, 85–1, 105–1, 106, 107, 109, 112, 115–1, 123                         |                                            |                         |
|                    | ARMT                                 | 3.1.B.6.a. Rounding whole numbers to the nearest tens place<br>3.1.B.6.b. Rounding whole numbers to the nearest hundreds place | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br>Saxon Lessons: 18, 19, 31, 52, 53, 62, 72, 130–2, 135<br>Guided Practice: 18, 19, 21, 23, 25–1, 31, 35–1, 36, 38, 40–1, 57, 59, 73, 78, 133, 134             |                                            |                         |
|                    | ARMT                                 | 3.7. Use coins to make change up to \$1.00.                                                                                    | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br>Saxon Lessons: 36, 79<br>Guided Practice: 15–1, 16, 17, 18, 21, 22, 23, 24, 25–1, 26, 27, 28, 29, 33, 34, 36, 39, 41, 42, 43, 74, 114<br>Various trade books |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                          | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                               | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 1st 6 weeks        | ARMT                                 | 3.7.B.1. Determining the monetary value of a set of unlike coins and bills up to \$20 | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Saxon Lessons: 13, 23, 28, 36, 41, 79, 102<br>Guided Practice: 15–1, 16, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 33, 34, 36, 39, 41, 42, 43, 46, 74, 114<br><br>Various trade books |                                            |                         |
|                    | ARMT                                 | 3.7.B.2. Rounding money values to the nearest dollar                                  | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Saxon Lessons: 18, 19, 31, 52, 53, 62, 72, 130–2, 135<br>Guided Practice: 18, 19, 21, 23, 25–1, 31, 35–1, 36, 38, 40–1, 57, 59, 73, 78, 133, 134<br><br>Various trade books         |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                   | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                     | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 1st 6 weeks        | ARMT                                 | 3.7.B.3. Using coins and bills to make change up to \$20.00<br>3.7.B.4.a. Using addition to find money values up to \$20.00<br>3.7.B.4.b. Using subtraction to find money values up to \$20.00 | MacMillian/McGraw-Hill text chapters 1-2 pgs. 1-39<br><br>Various trade books<br><br>VMath Live<br><br>Skills Tutor<br><br><a href="http://www.edhelper.com/money.htm">http://www.edhelper.com/money.htm</a> -create a printable worksheet for change up to \$19.99 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| <b>2nd 6 weeks</b> |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                            |                         |
|                    | ARMT                                 | 3.2.a. Solve addition problems, including word problem using two digit numbers without regrouping.<br>3.2.b. Solve addition problems, including word problem using two digit numbers with regrouping.<br>3.2.c. Solve addition problems, including word problem using three digit numbers without regrouping.<br>3.2.d. Solve addition problems, including word problem using three digit numbers with regrouping.<br>3.2.B.1.a Estimating sums using multiple methods, including compatible numbers and rounding, to judge the reasonableness of an answer. | MacMillian/McGraw-Hill text chapters 3, 4, pgs. 50-83<br><br>Saxon Lessons: 14, 31, 33, 42, 52, 53, 101<br>Guided Practice: 14, 15–1, 16, 17, 19, 31, 33, 35–1, 36, 38, 39, 40–1, 41, 43, 44, 46, 47, 48, 49, 53, 54, 55–1, 56, 57, 58, 59, 60–1, 66, 67, 68, 69, 71, 74, 78, 79, 80–1, 85–1, 86, 88, 91, 92, 102, 104, 105–1, 109, 128<br><br>Saxon Lessons: 14, 31, 33, 42, 52, 53, 69, 72, 106<br>Guided Practice: 14, 15–1, 16, 17, 21, 24, 27, 29, 31, 32, 33, 35–1, 36, 37, 38, 39, 42, 43, 46, 52, 57, 62, 73, 86, 88, 89, 97, 101 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.2.B.2.a Demonstrating computational fluency in addition of two-digit whole numbers without regrouping<br>3.2.B.3.a. Using mental computation strategies to solve addition problems of two digit numbers without regrouping.<br>3.2.B.3.b. Using mental computation strategies to solve addition problems of two digit numbers with regrouping.<br>3.2.B.4.a. Explaining problems and their solutions using diagrams.<br>3.2.B.4.b. Explaining problems and their solutions using numbers.<br>3.2.B.4.c. Explaining problems and their solutions using symbolic expressions. | MacMillian/McGraw-Hill text chapters 3, 4 pgs. 50-83<br><br>Saxon Lessons: 14, 31, 33, 42, 52, 53, 101<br>Guided Practice: 14, 15–1, 16, 17, 19, 31, 33, 35–1, 36, 38, 39, 40–1, 41, 43, 44, 46,47, 48, 49, 53, 54, 55–1, 56, 57, 58, 59, 60–1, 66, 67, 68, 69, 71,74, 78, 79, 80–1, 85–1, 86, 88, 91, 92, 102, 104, 105–1, 109, 128<br><br>Saxon Lessons: 11, 14, 31, 33, 35–1, 42, 66, 76, 82, 93, 126<br>Guided Practice: 5, 14, 15–1, 16, 17, 18, 19, 21, 22, 27, 29, 31, 32, 33, 35–1, 36, 37, 38, 39, 41, 42, 43, 44, 46, 48, 49, 51, 54, 58, 59, 66, 69, 73, 74, 86, 92, 105–1 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.2.e. Solve subtraction problems, including word problem using two digit numbers without regrouping.<br>3.2.f. Solve subtraction problems, including word problem using two digit numbers with regrouping.<br>3.2.g. Solve subtraction problems, including word problem using three digit numbers without regrouping.<br>3.2.h. Solve subtraction problems, including word problem using three digit numbers with regrouping.<br>3.2.B.1.b Estimating differences using multiple methods, including compatible numbers and rounding, to judge the reasonableness of an answer. | MacMillian/McGraw-Hill text chapters 5, 6, pgs. 94-127<br><br>Saxon Lessons: 14, 67, 91, 92, 96<br><br>Guided Practice: 21, 46, 66, 67, 68, 71, 72, 76, 78, 81, 85–1, 86, 88, 93, 94, 95–1, 97, 99, 104, 111, 116, 119<br><br>Saxon Lessons: 72, 91, 96<br>Guided Practice: 69, 92, 94, 96, 97, 98, 102, 103, 104, 106, 111, 113, 114, 126<br><br>Saxon Lessons: 14, 62, 69, 91<br>Guided Practice: 66, 68, 69, 71, 72, 78, 92 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.2.B.2.b Demonstrating computational fluency in subtraction of two-digit whole numbers without regrouping<br>3.2.B.3.c. Using mental computation strategies to solve subtraction problems of two digit numbers without regrouping.<br>3.2.B.3.d. Using mental computation strategies to solve subtraction problems of two digit numbers with regrouping.<br>3.2.B.4.a. Explaining problems and their solutions using diagrams.<br>3.2.B.4.b. Explaining problems and their solutions using numbers.<br>3.2.B.4.c. Explaining problems and their solutions using symbolic expressions. | MacMillian/McGraw-Hill text chapters 5, 6, pgs. 94-127<br><br>Saxon Lessons: 14, 67, 91, 92, 96<br><br>Guided Practice: 21, 46, 66, 67, 68, 71, 72, 76, 78, 81, 85–1, 86, 88, 93, 94, 95–1, 97, 99, 104, 111, 116, 119<br><br>Saxon Lessons: 72, 91, 96<br>Guided Practice: 69, 92, 94, 96, 97, 98, 102, 103, 104, 106, 111, 113, 114, 126<br><br>Saxon Lessons: 14, 62, 69, 91<br>Guided Practice: 66, 68, 69, 71, 72, 78, 92 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                             | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                       | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.3.a. Demonstrate computational fluency, including quick recall, of multiplication facts through 12 x 12<br>3.3.b. Demonstrate computational fluency, including quick recall, and division facts with divisors and quotients through 12 | MacMillian/McGraw-Hill text chapters 9, 10, 11, 12, 17, 18<br>pgs. 188-265, 366-397<br><br>Saxon Lessons: 19, 31, 33, 45–1, 55–1, 62, 70–1, 85–1, 95–1, 100–1, 104, 105–1, 109, 110–1, 115–1, 117, 120–1<br>Fact Practice: 47, 49, 56, 58, 60–1, 71, 73, 75–1, 86, 88, 90–1, 96, 98, 100–1, 101, 103, 105–1, 105–2, 111, 113, 115–1, 115–2, 116, 118, 120–1, 121, 123, 125–2, 131, 132, 133, 134, 135 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                             | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                        | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.8.1.a. Complete a given geometric pattern<br>3.8.1.b. Complete a given numeric pattern | MacMillian/McGraw-Hill text chapters 3, 4, 5, 6, 24 pgs. 50-127, 530<br><br>Saxon Lessons: 117<br>Guided Practice: 2, 4, 6, 7, 8, 9, 11, 12, 18, 19, 22, 26, 34, 41, 56, 78, 92, 93, 98, 117, 119, 121 |                                            |                         |
|                    | ARMT                                 | 3.8.B.1. Analyzing patterns on a graph to determine change                               | MacMillian/McGraw-Hill text chapters. 3, 4, 5, 6, pgs. 50-127<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pgs. 42-46                                                     |                                            |                         |

| Time Period | State Assessment Correlations | Standards/ Components                                                                                                                                                                     | Resources/<br>Activities<br><br>Curricular Alignment                                                                                                                                                                                                                                          | Date of Common Formative Assessment | Mapping Comments |
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| 2nd 6 weeks | ARMT                          | 3.8.B.2. Describing mathematical relationships in context                                                                                                                                 | <p><b>**This is touched on in each chapter of the text, through ch.22</b></p> <p>MacMillian/McGraw-Hill text chapters 1-22</p> <p>Examples: missing numbers, if you have 3 triangles, how many sides do you have in all, problem solving strategies, functions, rules, input/output, etc.</p> |                                     |                  |
|             | ARMT                          | 3.9.1.a. Recognize commutative properties of multiplication.<br>3.9.1.b. Recognize associative properties of multiplication.<br>3.9.1.c. Recognize identity properties of multiplication. | <p>MacMillian/McGraw-Hill text chapters. 3, 4, 5, 6, pgs. 50-127</p> <p>Saxon Lessons: 85–1, 115–1, 120–1<br/>           Lessons: 118<br/>           Lessons: 45–1<br/>           Guided Practice: 5, 9, 16, 18</p>                                                                           |                                     |                  |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                   | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                       | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 2nd 6 weeks        | ARMT                                 | 3.9.B.1. Using parentheses to signify grouping | MacMillian/McGraw-Hill text chapters 3, 4, 5, 6, pgs. 50-127<br><br>Saxon Lessons: 38, 118, 133<br><br>VMath Live<br><br>Skills Tutor |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| <b>3rd 6 weeks</b> |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                            |                         |
|                    | ARMT                                 | 3.4.a. Multiply one- multiplicand, without regrouping, using single-digit multipliers<br>3.4.b. Multiply two- multiplicand, without regrouping, using single-digit multipliers<br>3.4.c. Multiply three- multiplicand, without regrouping, using single-digit multipliers<br>3.4.d. Multiply one- multiplicand, with regrouping, using single-digit multipliers<br>3.4.e. Multiply two- multiplicand, with regrouping, using single-digit multipliers<br>3.4.f. Multiply three- multiplicand, with regrouping, using single-digit multipliers | MacMillian/McGraw-Hill text chapters 9, 10, 11, 12, 17, 18 pgs. 188-265, 366-397<br><br>Saxon Lessons: 19, 31, 33, 45–1, 55–1, 62, 70–1, 85–1, 95–1, 100–1, 104, 105–1, 109, 110–1, 115–1, 117, 120–1<br>Fact Practice: 47, 49, 56, 58, 60–1, 71, 73, 75–1, 86, 88, 90–1, 96, 98, 100–1, 101, 103, 105–1, 105–2, 111, 113, 115–1, 115–2, 116, 118, 120–1, 121, 123, 125–2, 131, 132, 133, 134, 135<br><br>Vocabulary: multiplicand, multiplier, product, factor |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.4.B.1.a. Applying concepts of multiplication through the use of manipulatives<br>3.4.B.1.b. Applying concepts of multiplication through the use of number stories<br>3.4.B.1.c. Applying concepts of multiplication through the use of skip counting<br>3.4.B.1.d. Applying concepts of multiplication through the use of arrays<br>3.4.B.1.f. Applying concepts of multiplication through the use of repeated addition<br>3.4.B.1.e. Applying concepts of multiplication through the use of area of a rectangle | MacMillian/McGraw-Hill text chapters 9, 10, 11, 12, 17, 18<br>pgs. 188-265, 366-397<br><br>Saxon Lessons: 19, 31, 33, 45–1, 55–1, 62, 70–1, 85–1, 95–1, 100–1, 104, 105–1, 109, 110–1, 115–1, 117, 120–1<br>Fact Practice: 47, 49, 56, 58, 60–1, 71, 73, 75–1, 86, 88, 90–1, 96, 98, 100–1, 101, 103, 105–1, 105–2, 111, 113, 115–1, 115–2, 116, 118, 120–1, 121, 123, 125–2, 131, 132, 133, 134, 135<br><br>Saxon Lessons: 15–2<br>Saxon Lessons: 55–1, 56, 57, 70–1, 85–1, 95–1<br><br>Saxon Lessons: 87, 121, 130–2<br>Guided Practice: 88 |                                            |                         |

| Time Period | State Assessment Correlations | Standards/ Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Resources/<br>Activities<br><br>Curricular Alignment                                                                                                                                                                     | Date of Common Formative Assessment | Mapping Comments |
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| 3rd 6 weeks | ARMT                          | 3.4.B.2.a. Applying basic multiplication facts through $9 \times 9$ using manipulatives<br>3.4.B.2.b. Applying basic multiplication facts through $9 \times 9$ using solving problems<br>3.4.B.2.c. Applying basic multiplication facts through $9 \times 9$ writing number stories<br>3.4.B.3.a Identifying product when given a completed problem<br>3.4.B.3.b. Identifying multiplier when given a completed problem<br>3.4.B.3.c. Identifying multiplicand when given a completed problem<br>3.4.B.4. Using the terms <i>product</i> or <i>factor</i> to label multiplication problems | MacMillian/McGraw-Hill text chapters 9, 10, 11, 12, 17, 18 pgs. 188-265, 366-397<br><br>Saxon Lessons: 15–2<br>Saxon Lessons: 55–1, 56, 57, 70–1, 85–1, 95–1<br><br>Saxon Lessons: 87, 121, 130–2<br>Guided Practice: 88 |                                     |                  |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                  | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                  | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.4.B.5. Naming the first 10 multiples of each one-digit natural number                                                                       | MacMillian/McGraw-Hill text chapter 17 pg. 368<br><br>Saxon Lessons: 19, 31, 33, 45–1, 55–1, 62, 70–1, 85–1, 95–1, 100–1, 104, 105–1, 109, 110–1, 115–1, 117, 120–1<br>Fact Practice: 47, 49, 56, 58, 60–1, 71, 73, 75–1, 86, 88, 90–1, 96, 98, 100–1, 101, 103, 105–1, 105–2, 111, 113, 115–1, 115–2, 116, 118, 120–1, 121, 123, 125–2, 131, 132, 133, 134, 135 |                                            |                         |
|                    | ARMT                                 | 3.10.1.a. Identify geometric representations for points<br>3.10.B.1.a. Recognizing real-life examples of points<br>3.10.B.2.a. Drawing points | MacMillian/McGraw-Hill text chapters. 23, 24 pgs. 500-541<br><br>Vocabulary: points, lines, line segment, ray<br><br>VMath Live<br><br>Skills Tutor                                                                                                                                                                                                              |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                  | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                     | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.10.1.b. Identify geometric representations for lines<br>3.10.B.1.b. Recognizing real-life examples of lines<br>3.10.B.2.b. Drawing lines                    | MacMillian/McGraw-Hill text chapters 23, 24 pgs. 500-541<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pg. 117                                                                          |                                            |                         |
|                    | ARMT                                 | 3.10.1.c. Identify geometric representations for line segments<br>3.10.B.1.c. Recognizing real-life examples of segments<br>3.10.B.2.c. Drawing line segments | MacMillian/McGraw-Hill text chapters. 23, 24 pgs. 500-541<br><br>Saxon Lessons: 6, 20–2, 32, 43, 51, 54, 99, 114, 119, 123, 126<br>Lessons: 43, 48, 70–2, 105–2, 123, 129, 130–1<br>Guided Practice: 48, 49, 51, 54 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                         | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                      | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.10.1.d. Identify geometric representations for parallel lines<br>3.10.B.1.d. Recognizing real-life examples of parallel lines<br>3.10.B.2.d. Drawing parallel lines                | MacMillian/McGraw-Hill text chapters 23, 24 pgs. 500-541<br><br>Saxon Lessons: 100–2, 105–2<br>Guided Practice: 103, 104, 111, 132<br><br>Vocabulary: parallel lines |                                            |                         |
|                    | ARMT                                 | 3.10.1.e. Identify geometric representations for perpendicular lines<br>3.10.B.1.e. Recognizing real-life examples of perpendicular lines<br>3.10.B.2.e. Drawing perpendicular lines | MacMillian/McGraw-Hill text chapters. 23, 24 pgs. 500-541<br><br>Saxon Lessons: 105–2, 129<br>Guided Practice: 111<br><br>Vocabulary: perpendicular lines            |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                               | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                     | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.10.1.f. Identify geometric representations for angles<br>3.10.B.1.f. Recognizing real-life examples of angles<br>3.10.B.3. Identifying angles as right, obtuse, or acute | MacMillian/McGraw-Hill text chapters 23, 24 pgs. 500-541<br><br>Saxon Lessons: 7, 20-2, 100-2, 113<br><br>Vocabulary: angle, right, acute, obtuse<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pg. 117 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                 | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                            | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 3rd 6 weeks        | ARMT                                 | 3.10.1.g. Identify geometric representations for rays<br>3.10.B.4. Drawing lines of symmetry in triangles, quadrilaterals, pentagons, hexagons, and octagons | MacMillian/McGraw-Hill text chapters 23, 24 pgs. 500-541<br><br>Saxon Lesson: 58<br><br>Vocabulary: symmetry, quadrilaterals, pentagon, hexagon, octagon<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pg. 117 |                                            |                         |

| Time Period | State Assessment Correlations | Standards/ Components                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Resources/ Activities<br><br>Curricular Alignment                                                                                                                                                                                                                                                                                                         | Date of Common Formative Assessment | Mapping Comments |
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| 4th 6 weeks |                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                           |                                     |                  |
|             | ARMT                          | 3.5. Divide whole numbers using 2-digit dividends and 1-digit divisors.<br>3.5.B.1. Recognizing division as either repeated subtraction, parts of a set, parts of a whole, or the inverse of multiplication<br>3.5.B.2.a. Applying divisibility rules for 2<br>3.5.B.2.b. Applying divisibility rules for 5<br>3.5.B.2.c. Applying divisibility rules for 10<br>3.5.B.3. Recognizing fractions as numerals that may represent division problems<br>3.5.B.4. Identifying quotient, divisor, and dividend when given a completed problem<br>3.5.B.5. Using the terms <i>quotient</i> , <i>divisor</i> , and <i>dividend</i> to label division problems | MacMillian/McGraw-Hill text chapters 13, 14, 15, 16, 19, 20 pgs. 276-355, 408-441<br><br>Saxon Lessons: 59, 107, 108, 132<br>Guided Practice: 59, 61, 63, 68, 106, 107, 109, 112, 114, 115–1, 123, 124, 125–1, 126, 127, 128, 129, 131, 132, 133, 134, 135<br><br>Vocabulary: quotient, divisor, dividend<br><br>M/MH Leveled Problem Solving pgs. 99-101 |                                     |                  |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                  | <b>Resources/<br/>Activities<br/><br/>Curricular Alignment</b>                                                                                                                                                                                 | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.6.1.a. Demonstrate equivalent fractions using concrete objects<br>3.6.1.b. Demonstrate equivalent fractions using pictorial representations | MacMillian/McGraw-Hill text chapter 25, pg. 558<br><br>Saxon Lessons: 94, 131<br>Lessons: 61, 127<br><br>Vocabulary: numerator, denominator, equivalent<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pgs. 129-139 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                               | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                  | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.6.B.2. Recognizing different interpretations of fractions, including parts of a set or a collection, points on a number line, numbers that lie between two consecutive whole numbers, and lengths of segments on a ruler | MacMillian/McGraw-Hill text chapters 25-28 pgs. 552-637<br><br>Saxon Lessons: 94, 131<br>Lessons: 61, 127<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pgs. 129-139 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                             | <b>Resources/<br/>Activities<br/><br/>Curricular Alignment</b>                                                                                                                               | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.6.B.1.a. Recognizing pictorial representations of equivalent fractions and decimals in tenths<br>3.6.B.1.b. Recognizing pictorial representations of equivalent fractions and decimals in hundredths                                                   | MacMillian/McGraw-Hill text chapters 25-28 pgs. 552-637<br><br>Saxon Lessons: 94, 131<br>Lessons: 61, 127<br><br>VMath Live<br><br>Skills Tutor<br>M/MH Leveled Problem Solving pgs. 143-146 |                                            |                         |
|                    | ARMT                                 | 3.6.B.3. Locating proper fractions with common denominators 2 through 10 on a number line with fractional parts of the whole indicated on the number line<br>3.6.B.5. Comparing fractions with common denominators using the symbols $<$ , $>$ , and $=$ | MacMillian/McGraw-Hill text chapter 25 pg. 562<br><br>Saxon Lessons: 94, 131<br>Lessons: 61, 127<br><br>VMath Live<br>Skills Tutor<br><br>M/MH Leveled Problem Solving pgs. 129-139, 143-144 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                          | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                  | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.6.B.4.a. Solving problems that involve addition of fractions with common denominators<br>3.6.B.4.b. Solving problems that involve subtraction of fractions with common denominators | MacMillian/McGraw-Hill text chapters 25-28 pgs. 552-637<br><br>Saxon Lessons: 94, 131<br>Lessons: 61, 127<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pgs. 129-139 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                             | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                         | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.11. Specify locations on a coordinate grid by using horizontal and vertical movements. | MacMillian/McGraw-Hill text chapter 8 pgs. 159-188<br><br>Vocabulary: horizontal, vertical, coordinate, grid<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pg. 45<br><br>Skills Coach Write Math! Pg. 73 (open ended ques.) |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                        | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                                                                                                              | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 4th 6 weeks        | ARMT                                 | 3.13.1.b. Determine elapsed time to the hour with a clock.<br>3.13.B.1. Calculating elapsed time to the minute within the same hour | MacMillian/McGraw-Hill text chapter 7 pgs. 138-157<br><br>Saxon Lessons: 1, 4<br>Guided Practice: 2, 4, 6, 8, 14, 17, 46, 55–1, 58, 73, 75–1, 76, 78, 85–1, 106, 109, 127, 129<br>Lessons: 71<br>Lessons: 39<br>Guided Practice: 39, 42, 44, 46, 48, 55–1, 58, 63, 73, 75–1, 76, 78, 84, 85–1, 101, 104, 106, 109, 127<br><br>Vocabulary: elapsed<br><br>Various trade books |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                      | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 5th 6 weeks        |                                      |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      |                                            |                         |
|                    | ARMT                                 | 3.12. Measure length in metric units<br>3.12.B.1. Converting linear measures in meters to centimeters<br>3.12.B.2. Estimating lengths to the nearest metric unit<br>3.12.B.3.a. Measuring weight using metric units<br>3.12.B.3.b. Measuring mass using metric units<br>3.12.B.3.c. Measuring volume using metric units<br>3.12.B.3.d. Measuring capacity using metric units | MacMillian/McGraw-Hill text chapters 21, 22 pgs. 452-489<br><br>Saxon Lessons: 49<br>Guided Practice: 32, 43, 45–1, 48, 49, 52, 54, 73, 85–1, 115–1, 134<br><br>Vocabulary: metric, linear, meter, centimeter, millimeter, kilometer, weight, mass, capacity, volume |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                            | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                         | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 5th 6 weeks        | ARMT                                 | 3.12.B.6.a. Calculating perimeter of rectangular shapes | MacMillian/McGraw-Hill text chapter 24, pg. 532<br><br>Saxon Lessons: 49, 50-2<br><br>Vocabulary: perimeter<br><br>M/MH Leveled Problem Solving pg. 126 |                                            |                         |
|                    | ARMT                                 | 3.12.B.6.b. Calculating area of rectangular shapes      | MacMillian/McGraw-Hill text chapter 24, pgs. 534<br><br>Saxon Lessons: 63, 88<br><br>Vocabulary: area<br><br>M/MH Leveled Problem Solving pg. 127       |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                        | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 5th 6 weeks        | ARMT                                 | 3.11.B.a. Demonstrating translations two-dimensional shapes<br>3.11.B.b. Demonstrating reflections two-dimensional shapes<br>3.11.B.c. Demonstrating rotations using two-dimensional shapes | MacMillian/McGraw-Hill text chapter 24 pgs. 522-541<br><br>Saxon Lesson: 110-2<br><br>Vocabulary: translation, reflection, rotation, two-dimensional<br><br>VMath Live<br><br>Skills Tutor<br><br>M/MH Leveled Problem Solving pg. 123 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                                                                                                                                                                   | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 5th 6 weeks        | ARMT                                 | 3.14. Recognize data as either categorical or numerical.<br>3.14.B.1.a. Comparing related data sets from Venn diagrams<br>3.14.B.1.b. Comparing related data sets from bar graphs<br>3.14.B.1.c. Comparing related data sets from line graphs<br>3.14.B.1.d. Comparing related data sets from line plots<br>3.14.B.2. Interpreting data from displays, including Venn diagrams, bar graphs, and line plots<br>3.14.B.3. Locating the mode of a data set represented on a bar graph or a line plot | MacMillian/McGraw-Hill text chapter 8, pgs. 158-177<br><br>Saxon Lessons: 2, 30–2, 40–2, 55–2, 70–2, 80–2<br>Lessons: 2, 40–2, 55–2, 70–2, 80–2<br>Guided Practice: 3, 4, 5, 13, 14, 15–1, 24, 33, 36, 37, 45–1, 47, 54, 56, 59, 63, 64, 74, 75–1, 77, 79, 81, 96, 99, 105–1, 112 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                                    | <b>Resources/ Activities</b><br><br><b>Curricular Alignment</b>                                                                    | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 5th 6 weeks        | ARMT                                 | 3.15. Determine the likelihood of different outcomes in a simple experiment.<br>3.15.B. Defending predictions of outcomes of simple experiments | MacMillian/McGraw-Hill text chapter 26 pgs. 586-591<br><br>Saxon Lessons: 80–2, 90–2<br>Guided Practice: 95–1, 97<br>Lessons: 80–2 |                                            |                         |

| <b>Time Period</b> | <b>State Assessment Correlations</b> | <b>Standards/ Components</b>                                                                                                     | <b>Resources/ Activities</b><br><b>Curricular Alignment</b> | <b>Date of Common Formative Assessment</b> | <b>Mapping Comments</b> |
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| 6th 6 weeks        |                                      |                                                                                                                                  |                                                             |                                            |                         |
|                    |                                      | <b>REINFORCEMENT:.</b><br>REVIEW MULTIPLICATION<br>REVIEW DIVISION<br>REVIEW TIME AND MONEY<br>REVIEW SUBTRACTION AND REGROUPING |                                                             |                                            |                         |
|                    |                                      |                                                                                                                                  |                                                             |                                            |                         |