

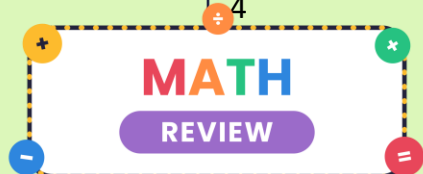
The background features a large, faint, circular seal. The seal contains the letters 'H' and 'S' in a stylized font, with the words 'Hempstead Union Free School District' and '1891' visible around the perimeter.

**Hempstead Union Free School District**  
**3rd Grade**  
**2026–2027 School Year**

# September



# 2026

| MONDAY                                                                                             | TUESDAY                                                                                                                  | WEDNESDAY                                                                                                                | THURSDAY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | FRIDAY                                                                                                      | WEEKLY FOCUS                   |
|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                                                    | 1                                                                                                                        | 2                                                                                                                        | 3 <div></div> 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                             | <u>Instructional Protocols</u> |
| 7 <div></div>     | 8 <div></div>                           | 9                                                                                                                        | 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 11 <div></div>           |                                |
| 14<br><b>M1-Lesson 1:</b> Organize, count, and represent a collection of objects.                  | 15<br><b>M1-Lesson 2:</b> Interpret equal groups as multiplication.                                                      | 16<br><b>M1-Lesson 3:</b> Relate multiplication to the array model.                                                      | 17<br><b>M1-Lesson 4:</b> Interpret the meaning of factors as number of groups or number in each group.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 18<br><b>M1-Lesson 5:</b> Represent and solve multiplication word problems by using drawings and equations. |                                |
| 21 <div></div>     | 22<br><b>M1-Lesson 6:</b> Explore measurement and partitive division by modeling concretely and drawing.                 | 23<br><b>M1-Lesson 7:</b> Model measurement and partitive division by drawing equal groups.                              | 24<br><b>M1-Lesson 8:</b> Model measurement and partitive division by drawing arrays.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 25 <div></div>           |                                |
| 28<br><b>M1-Lesson 9:</b> Represent and solve division word problems using drawings and equations. | 29<br><b>M1-Lesson 10:</b> Demonstrate the commutative property of multiplication using a unit of 2 and the array model. | 30<br><b>M1-Lesson 11:</b> Demonstrate the commutative property of multiplication using a unit of 4 and the array model. | <div>  <h2>TESTING WINDOW</h2> <p>This testing window provides dedicated time at the beginning of the pacing calendar for diagnostic testing, pre-assessments, and addressing prerequisite learning needs while beginning curriculum instruction.</p> <p>When students are not actively testing, mathematics instruction should begin in alignment with this curriculum pacing calendar.</p> <p><i>The testing window may be adjusted based on each school's testing start date and schedule.</i></p>   </div> |                                                                                                             |                                |
|                                                                                                    |                                                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                             |                                |

# October



# 2026

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|                                                                                                                          |                                                                                                                                                                       |                                                                                                                        | <p>1</p> <p><b>M1-Lesson 12:</b> Demonstrate the distributive property using a unit of 4.</p>                        | <p>2</p> <p><b>M1-Lesson 13:</b> Demonstrate the commutative property of multiplication using a unit of 3 and the array model.</p>                                                                 |  |
| <p>5</p> <p><b>M1-Lesson 14:</b> Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p>            | <p>6</p> <p><b>M1-Lesson 15:</b> Model division as an unknown factor problem.</p>                                                                                     | <p>7</p> <p><b>M1-Lesson 16:</b> Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p>     | <p>8</p> <p><b>M1-Lesson 17:</b> Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> | <p>9</p>  <p><b>M1-Lesson 18:</b> Represent and solve measurement and partitive division word problems.</p>     |  |
| <p>12</p>                               | <p>13</p> <p><b>M1-Lesson 19:</b> Use the distributive property to break apart multiplication problems into known facts.</p>                                          | <p>14</p> <p><b>M1-Lesson 20:</b> Use the distributive property to break apart division problems into known facts.</p> | <p>15</p> <p><b>M1-Lesson 21:</b> Compose and decompose arrays to create expressions with three factors.</p>         | <p>16</p>                                                                                                       |  |
| <p>19</p> <p><b>M1-Lesson 22:</b> Represent and solve two-step word problems using the properties of multiplication.</p> | <p>20</p> <p><b>M1-Lesson 23:</b> Represent and solve two-step word problems using drawings and equations.</p>                                                        | <p>21</p> <p><b>M2-Lesson 1:</b> Connect the composition of 1 kilogram to the composition of 1 thousand</p>            | <p>22</p> <p><b>M2-Lesson 2:</b> Estimate the weight of familiar objects and read scales when weighing objects.</p>  | <p>23</p>  <p><b>M2-Lesson 3:</b> Use all four operations to solve one-step word problems involving weight.</p> |  |
| <p>26</p> <p><b>M2-Lesson 4:</b> Connect decomposition of 1 liter to the decomposition of 1 thousand.</p>                | <p>27</p> <p><b>M2-Lesson 5:</b> Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.</p> | <p>28</p> <p><b>M2-Lesson 6:</b> Use all four operations to solve one-step word problems involving liquid volume.</p>  | <p>29</p> <p><b>M2-Lesson 7:</b> Solve one-step word problems using metric units.</p>                                | <p>30</p> <p><b>M2-Lesson 8:</b> Organize, count, and represent a collection of objects.</p>                                                                                                       |  |
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# November



# 2026

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| <p>2</p> <p><b>M2-Lesson 9:</b> Write numbers to 10,000 in standard form, expanded form, and word form.</p>             | <p>3</p>       | <p>4</p> <p><b>M2-Lesson 10:</b> Compose and decompose four-digit numbers by using place value understanding.</p> | <p>5</p> <p><b>M2-Lesson 11:</b> Read temperatures on a thermometer using number line concepts</p> | <p>6</p>  <p><b>M2-Lesson 12:</b> Round two-digit numbers to the nearest ten on the vertical number line.</p>       |  |
| <p>9</p> <p><b>M2-Lesson 13:</b> Round two- and three-digit numbers to the nearest ten on the vertical number line.</p> | <p>10</p> <p><b>M2-Lesson 14:</b> Round to the nearest hundred on the vertical number line.</p> | <p>11</p>                        | <p>12</p> <p><b>M2-Lesson 15:</b> Estimate sums and differences by rounding.</p>                   | <p>13</p> <p><b>M2-Lesson 16:</b> Collect and represent data in a scaled bar graph and solve related problems.</p>                                                                                     |  |
| <p>16</p> <p><b>M2-Lesson 17:</b> Use place value understanding to add and subtract like units.</p>                     | <p>17</p> <p><b>M2-Lesson 18:</b> Use the associative property to make the next ten to add.</p> | <p>18</p>                        | <p>19</p> <p><b>M2-Lesson 19:</b> Use compensation to add.</p>                                     | <p>20</p>  <p><b>M2-Lesson 20:</b> Use place value understanding to subtract efficiently using take from a ten.</p> |  |
| <p>23</p> <p><b>M2-Lesson 21:</b> Use place value understanding to subtract efficiently using take from a hundred.</p>  | <p>24</p> <p><b>M2-Lesson 22:</b> Use compensation to subtract.</p>                             | <p>25</p>                        | <p>26</p>       | <p>27</p>                                                                                                                                                                                              |  |
| <p>30</p> <p><b>M2-Lesson 23:</b> Add measurements using the standard algorithm to compose larger units once.</p>       |                                                                                                 |                                                                                                                   |                                                                                                    |                                                                                                                                                                                                        |  |
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# December



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|                                                                                                        | 1                                                                                                                        | 2                                                                                         | 3                                                                                                 | 4                                                                                                                                                                                           |  |
|                                                                                                        | Math Benchmark #1                                                                                                        |                                                                                           | M2-Lesson 24: Add measurements using the standard algorithm to compose larger units twice.        |  <p>M2-Lesson 25: Subtract measurements using the standard algorithm to decompose larger units once.</p> |  |
| 7<br>M2-Lesson 26: Subtract measurements using the standard algorithm to decompose larger units twice. | 8<br>M2-Lesson 27: Subtract measurements using the standard algorithm to decompose larger units across two place values. | 9<br>M2-Lesson 28: Solve two-step word problems.                                          | 10<br>          | 11<br>M3-Lesson 1: Organize, count, and represent a collection of objects.                                                                                                                  |  |
| 14<br>M3-Lesson 2: Count by units of 6 to multiply and divide by using arrays.                         | 15<br>M3-Lesson 3: Count by units of 8 to multiply and divide by using arrays.                                           | 16<br>M3-Lesson 4: Decompose pictorial arrays to create expressions with three factors    | 17<br>M3-Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8. | 18<br> <p>M3-Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8</p>   |  |
| 21<br>M3-Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.       | 22<br>M3-Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.                              | 23<br>   | 24<br>          | 25<br>                                                                                                   |  |
| 28<br>              | 29<br>                                | 30<br> | 31<br>        |                                                                                                                                                                                             |  |
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# January



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| 4<br><b>M3-Lesson 9:</b> Model the associative property as a strategy to multiply.                                | 5<br><b>M3-Lesson 10:</b> Use parentheses in expressions with different operations.                                             | 6<br><b>M3-Lesson 11:</b> Use the break apart and distribute strategy to divide with units of 7      | 7<br><b>M3-Lesson 12:</b> Solve one-step word problems involving multiplication and division.                       | 8<br><b>M3-Lesson 13:</b> Count by units of 9 to multiply.                                                                                                                   |  |
| 11<br><b>M3-Lesson 14:</b> Apply strategies and identify patterns to multiply with units of 9                     | 12<br><b>M3-Lesson 15:</b> Reason about and explain patterns of multiplication and division with units of 1 and 0.              | 13<br><b>M3-Lesson 16:</b> Identify patterns by using the multiplication table.                      | 14<br><b>M3-Lesson 17:</b> Identify and complete patterns with input-output tables.                                 | 15<br><br><b>M3-Lesson 18:</b> Create multiplication and division word problems.          |  |
| 18<br>                           | 19<br><b>M3-Lesson 19:</b> Solve two-step word problems by using the four operations and assess the reasonableness of solutions | 20<br><b>M3-Lesson 20:</b> Multiply by multiples of 10 by using the place value chart.               | 21<br><b>M3-Lesson 21:</b> Multiply by multiples of 10 by using place value strategies and the associative property | 22<br><b>M3-Lesson 22:</b> Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.                                                |  |
| 25<br><b>M3-Lesson 23:</b> Identify patterns and apply strategies to multiply with units of 11 and 12. (Optional) | 26<br><b>M3-Lesson 24:</b> Organize, count, and represent a collection of objects                                               | 27<br><b>M3-Lesson 25:</b> Apply multiplication and division concepts to complete a multi-part task. | 28<br>                          | 29<br><br><b>M4-Lesson 1:</b> Explore attributes of squares, rectangles, and trapezoids. |  |
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# February



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| 1<br><b>WIDA Opens</b><br>M4-Lesson 2: Recognize area as an attribute of polygons                 | 2<br>          | 3<br>M4-Lesson 3: Tile polygons to find their areas                         | 4<br>M4-Lesson 4: Compose rectangles to compare areas.                          | 5<br>M4-Lesson 5: Relate side lengths to the number of tiles on a side                                                                                            |  |
|                                                                                                   |                                                                                                 | Tentative Simulation Window                                                 |                                                                                 |                                                                                                                                                                   |  |
| 8<br>M4-Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to area | 9<br>M4-Lesson 7: Draw rows and columns to complete a rectangular array and determine its area. | 10<br>M4-Lesson 8: Determine the area of a rectangle by using side lengths. | 11<br>M4-Lesson 9: Multiply side lengths to find the area of a rectangle.       | 12<br><br>M4-Lesson 10: Compose large rectangles and reason about their areas. |  |
| 15                                                                                                | 16                                                                                              | 17                                                                          | 18                                                                              | 19                                                                                                                                                                |  |
|                 |                                                                                                 |                                                                             |                                                                                 |                                                                                                                                                                   |  |
| 22<br>M4-Lesson 11: Decompose to find the total area of a rectangle.                              | 23<br>M4-Lesson 12: Find all possible side lengths of rectangles with a given area.             | 24<br>M4-Lesson 13: Apply area understanding to real-world situations       | 25<br>M4-Lesson 14: Reason to find the area of composite shapes by using grids. | 26<br>M4-Lesson 15: Reason to find the area of composite shapes by using rectangle                                                                                |  |
|                                                                                                   |                                                                                                 |                                                                             |                                                                                 |                                                                                                                                                                   |  |
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| <p>1</p> <p><b>M4-Lesson 16:</b> Solve historical math problems involving area.</p>                                          | <p>2</p> <p><b>M4-Lesson 17:</b> Apply area concepts to a real-world context</p>                                    | <p>3</p> <p><b>M4-Lesson 18:</b> Find the area of shapes and represent area data on a line plot.</p>                       | <p>4</p>                           | <p>5</p>  <p><b>M5-Lesson 1:</b> Partition a whole into equal parts and name the fractional unit.</p>  | <p>* M4-Lesson 19 is an optional lesson.</p> |
| <p>8</p> <p><b>Math Benchmark # 2</b></p>                                                                                    | <p>9</p>                                                                                                            | <p>10</p> <p><b>M5-Lesson 2:</b> Partition different wholes into fractional units concretely.</p>                          | <p>11</p> <p><b>M5-Lesson 3:</b> Partition a whole into fractional units by folding fraction strips.</p>             | <p>12</p> <p><b>M5-Lesson 4:</b> Partition a whole into fractional units pictorially and identify the unit fraction.</p>                                                                  |                                              |
| <p>15</p> <p><b>M5-Lesson 5:</b> Partition a whole into fractional units and write fractions in fraction form.</p>           | <p>16</p> <p><b>M5-Lesson 6:</b> Build non-unit fractions less than 1 from unit fractions concretely.</p>           | <p>17</p> <p><b>M5-Lesson 7:</b> Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.</p> | <p>18</p> <p><b>M5-Lesson 8:</b> Determine the area of a rectangle by using side lengths.</p>                        | <p>19</p>  <p><b>M5-Lesson 9:</b> Compare unit fractions by reasoning about their size concretely.</p> |                                              |
| <p>22</p> <p><b>M5-Lesson 10:</b> Compare non unit fractions less than 1 with the same numerator by using tape diagrams.</p> | <p>23</p> <p><b>M5-Lesson 11:</b> Locate fractions from 0 to 1 on a number line by using fraction tiles</p>         | <p>24</p> <p><b>M5-Lesson 12:</b> Represent fractions from 0 to 1 on a number line</p>                                     | <p>25</p>  <p>(SCHOOL CLOSED)</p> | <p>26</p>                                                                                              |                                              |
| <p>29</p> <p><b>M5-Lesson 13:</b> Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines</p>       | <p>30</p> <p><b>M5-Lesson 14:</b> Recognize that equivalent fractions share the same location on a number line.</p> | <p>31</p> <p><b>M5-Lesson 15:</b> Identify fractions on a ruler as numbers on a number line</p>                            |                                                                                                                      |                                                                                                                                                                                           |                                              |
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|                                                                                                                     |                                                                                                            |                                                                                         | 1<br><b>M5-Lesson 16:</b> Measure lengths and record data on a line plot.                 | 2<br><br><b>M5-Lesson 17:</b> Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers. |  |
| 5<br><b>M5-Lesson 18:</b> Compare fractions with like units by using a number line                                  | 6<br><b>M5-Lesson 19:</b> Compare fractions with unlike units but the same numerator by using number lines | 7<br><b>M5-Lesson 20:</b> Compare fractions with related units by using a number line   | 8<br><b>M5-Lesson 21:</b> Compare various fractions by representing them on number lines. | 9<br><b>M5-Lesson 22:</b> Identify fractions equivalent to whole numbers by using number lines.                                                                                                                          |  |
| 12<br><b>M5-Lesson 23:</b> Reason to find fractions equivalent to whole numbers by using patterns and number lines. | 13<br><b>M5-Lesson 24:</b> Generate equivalent fractions greater than 1 by using a number line             | 14<br><b>ELA Testing Window</b>                                                         |                                                                                           | 16<br><br><b>M5-Lesson 27:</b> Apply fraction concepts to complete a multi-part task. (Optional)                                      |  |
| 19<br><b>MOCK Math Exam</b>                                                                                         | 20                                                                                                         | 21<br> | 22<br> | 23<br><br><b>(SCHOOL CLOSED)</b>                                                                                                      |  |
| 26<br><b>READY, SET...<br/>SPRING BREAK!</b>                                                                        | 27                                                                                                         | 28                                                                                      | 29                                                                                        | 30                                                                                                                                                                                                                       |  |
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| 3<br><b>3 &amp; 4 Math NYS Assessment</b>                                                 | 4                                                                                               | 5<br>                  | 6<br>M6-Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line.<br><b>5 &amp; 6 Math NYS Assessment</b> | 7<br>M6-Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock |  |
| 10<br>M6-Lesson 3: Solve time word problems where the end time is unknown                 | 11<br>M6-Lesson 4: Solve time word problems where the start time is unknown                     | 12<br>M6-Lesson 5: Solve time word problems where the change in time is unknown.                        | 13<br>M6-Lesson 6: Solve time word problems and use time data to create a line plot.                                                     | 14<br>                                      |  |
| 17<br>M6-Lesson 7: Count coins and create money word problems. (Optional)                 | 18<br>M6-Lesson 8: Compare and classify quadrilaterals.                                         | 19<br>M6-Lesson 9: Compare and classify other polygons.                                                 | 20<br>M6-Lesson 10: Draw polygons with specified attribute                                                                               | 21<br>M6-Lesson 11: Reason about composing polygons by using tetrominoes.                                                      |  |
| 24<br>M6-Lesson 12: Reason about composing polygons by using tangram                      | 25<br>M6-Lesson 13: Decompose quadrilaterals to understand perimeter as the boundary of a shape | 26<br>M6-Lesson 14: Measure side lengths in whole-number units to determine the perimeters of polygons. | 27<br>                                                | 28<br><br>(SCHOOL CLOSED)                   |  |
| 31<br> |                                                                                                 |                                                                                                         |                                                                                                                                          |                                                                                                                                |  |
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|                                                                                                                                           | <p>1</p> <p><b>M6-Lesson 15:</b> Recognize perimeter as an attribute of shapes and solve problems with unknown measurements.</p> | <p>2</p> <p><b>M6-Lesson 16:</b> Solve problems to determine the perimeters of rectangles with the same area.</p> | <p>3</p> <p><b>M6-Lesson 17:</b> Solve problems to determine the areas of rectangles with the same perimeter.</p>                    | <p>4</p>                       |  |
| <p>7</p> <p><b>M6-Lesson 18:</b> Solve real-world problems involving perimeter and unknown measurements by using all four operations.</p> | <p>8</p> <p><b>M6-Lesson 19:</b> Measure the perimeter of various circles to the nearest quarter inch by using a string.</p>     | <p>9</p> <p><b>M6-Lesson 20:</b> Record measurement data in a line plot.</p>                                      | <p>10</p> <p><b>M6-Lesson 21:</b> Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p> | <p>11</p> <p><b>M6-Lesson 22:</b> Generate categorical data and represent it by using a scaled picture graph.</p> |  |
| <p>14</p> <p><b>M6-Lesson 23:</b> Solve problems by creating scaled picture graphs and scaled bar graphs.</p>                             | <p>15</p> <p><b>M6-Lesson 24:</b> Organize, count, and represent a collection of objects.</p>                                    | <p>16</p> <p><b>M6-Lesson 25:</b> Name and count numbers greater than 1,000.</p>                                  | <p>17</p> <p><b>M6-Lesson 26:</b> Fluently multiply and divide within 100 and add and subtract within 1,000.</p>                     | <p>18</p>                      |  |
| <p>21</p>                                                | <p>22</p>                                                                                                                        | <p>23</p>                        | <p>24</p>                                         | <p>25</p>                      |  |
| <p>28</p>                                                                                                                                 | <p>29</p>                                                                                                                        | <p>30</p>                                                                                                         |                                                                                                                                      |                                                                                                                   |  |
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### Grade 3

| Domain                            | Cluster                                                                                                                              | Standard(s)              | Post Standard |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---------------|
| Operations and Algebraic Thinking | <i>Represent and solve problems involving multiplication and division.</i>                                                           | NY-3.OA.1                |               |
|                                   |                                                                                                                                      | NY-3.OA.2                |               |
|                                   |                                                                                                                                      | NY-3.OA.3                |               |
|                                   |                                                                                                                                      | NY-3.OA.4                |               |
|                                   | <i>Understand properties of multiplication and the relationship between multiplication and division.</i>                             | NY-3.OA.5                |               |
|                                   |                                                                                                                                      | NY-3.OA.6                |               |
|                                   | <i>Multiply and divide within 100.</i>                                                                                               | NY-3.OA.7a, 7b (Fluency) |               |
|                                   | <i>Solve problems involving the four operations, and identify and extend patterns in arithmetic.</i>                                 | NY-3.OA.8a, 8b           |               |
|                                   |                                                                                                                                      | NY-3.OA.9                |               |
| Number and Operations in Base Ten | <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i>                                 | NY-3.NBT.1               |               |
|                                   |                                                                                                                                      | NY-3.NBT.2 (Fluency)     |               |
|                                   |                                                                                                                                      | NY-3.NBT.3               |               |
|                                   |                                                                                                                                      | NY-3.NBT.4a, 4b          |               |
| Number and Operations—Fractions   | <i>Develop understanding of fractions as numbers.</i>                                                                                | NY-3.NF.1                |               |
|                                   |                                                                                                                                      | NY-3.NF.2a, 2b           |               |
|                                   |                                                                                                                                      | NY-3.NF.3a, 3b, 3c, 3d   |               |
| Measurement and Data              | <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i>              | NY-3.MD.1                |               |
|                                   |                                                                                                                                      | NY-3.MD.2a, 2b           |               |
|                                   | <i>Represent and interpret data.</i>                                                                                                 | NY-3.MD.3                | X             |
|                                   |                                                                                                                                      | NY-3.MD.4                | X             |
|                                   | <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i>                         | NY-3.MD.5a, 5b           |               |
|                                   |                                                                                                                                      | NY-3.MD.6                |               |
|                                   |                                                                                                                                      | NY-3.MD.7a, 7b, 7c, 7d   |               |
|                                   | <i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i> | NY-3.MD.8a, 8b           | X             |
| Geometry                          | <i>Reason with shapes and their attributes.</i>                                                                                      | NY-3.G.1                 | X             |
|                                   |                                                                                                                                      | NY-3.G.2                 |               |

X = Standards designated for instruction in May-to-June

| Standard for Mathematical Practice                                                                                                                       | Student Friendly Language                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Make sense of problems and persevere in solving them.<br>            | <ul style="list-style-type: none"> <li>I can try many times to understand and solve a math problem.</li> </ul>                                           |
| 2. Reason abstractly and quantitatively.<br>                            | <ul style="list-style-type: none"> <li>I can think about the math problem in my head, first.</li> </ul>                                                  |
| 3. Construct viable arguments and critique the reasoning of others.<br> | <ul style="list-style-type: none"> <li>I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.</li> </ul> |
| 4. Model with mathematics.<br>                                          | <ul style="list-style-type: none"> <li>I can use math symbols and numbers to solve the problem.</li> </ul>                                               |
| 5. Use appropriate tools strategically.<br>                             | <ul style="list-style-type: none"> <li>I can use math tools, pictures, drawings, and objects to solve the problem.</li> </ul>                            |
| 6. Attend to precision.<br>                                             | <ul style="list-style-type: none"> <li>I can check to see if my strategy and calculations are correct.</li> </ul>                                        |
| 7. Look for and make use of structure.<br>                            | <ul style="list-style-type: none"> <li>I can use what I already know about math to solve the problem.</li> </ul>                                         |
| 8. Look for and express regularity in repeated reasoning.<br>         | <ul style="list-style-type: none"> <li>I can use a strategy that I used to solve another math problem.</li> </ul>                                        |

# Next-Generation Math Practice Standards

# Parent Resources

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# Recursos para Padres

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