



## MAP<sup>2</sup>D Pacing Guide

**Description:** The MAP<sup>2</sup>D Pacing Guide was created to help teachers address the California Mathematics Standards for the grade level. This is a suggested pacing. Teachers may spend more or less time on each lesson, depending on their students' needs. However, the trimester exams need to be given within a week of the scheduled dates.

**Key Standards:** The standards are sequenced to be taught before the state test. The following acronyms are used in this document:

NS: Number Sense

AF: Algebra and Functions

MG: Measurement and Geometry

SDAP: Statistics, Data Analysis and Probability

**Assessments:** The guide also indicates an approximate date when a Standards Based Assessment may be given. Teachers may give the Standards Based Assessments at any time during the current trimester based on student readiness. A “window of time” is given for the administration of the trimester exams.

**Resources:** Page numbers of the student text and student resource books (3 in 1 Practice Book and Success with the Math Standards) are listed for easy planning. Lessons with Instructional Strategy slides to be referenced are indicated with an asterisk (\*).

## Grade 3 MAP<sup>2</sup>D Pacing Traditional Schedule 2009 – 2010

### TRIMESTER 1

**Problem of the Day: Word Problems using MAP<sup>2</sup>D strategy (UPS: Understand – Plan-Solve)**

<b>Sept. 9– Sept.11</b>	<b>Pre- Assessments:</b>
	❖ Administer Trimester One Practice Exam
	❖ Give “It’s All About the Facts” Diagnostics

<b>Sept. 14 – 30</b>	<b>Chapters 1 and 2</b>	<b>Place Value</b>
<b>Instructional Days: 13</b>	<b>Number of Lessons: 8</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 1.1, 1.3	1.2	*Place Value to 1,000	pgs.6 - 7	RW 2 PW 2
NS 1.1, 1.3	1.3	*Place Value to 10,000	pgs. 8 - 11	RW 3 PW 3
NS 1.5	1.4	*Expanded Form	pgs. 12 - 13	RW 4 PW 4
NS 1.2	2.1	* Compare Numbers	pgs. 26 - 28	RW 6 PW 6
NS 1.2	2.2	* Order Numbers	pgs. 30 - 31	RW 7 PW 7
NS 1.4	2.4	* Round to nearest Ten	pgs. 34 - 35	RW 9 RW 9
NS 1.4	2.5	* Round to nearest Hundred	pgs. 36 - 37	RW 10 PW 10
NS 1.4	2.6	* Round to nearest Thousand	pgs. 38 - 39	RW 11 PW 11

### *Give Standards Based Assessment #1: NS: Place Value*

<b>Oct. 1 – Oct.16</b>	<b>Chapters 3, 4, and 22</b>	<b>Addition and Subtraction</b>
<b>Instructional Days: 12</b>	<b>Number of Lessons:11</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 2.1, AF 1.5	3.1	Addition Properties	pgs. 48 - 49	RW 12 PW 12
AF 1.2	3.2	*Missing Addends	pgs. 50 - 51	RW 13 PW 13
NS 2.1	3.4, 3.6	Add with Regrouping 3 & 4 Digit Numbers	pgs. 54 - 55, pgs. 58 - 59	RW 15, RW 17, PW 17

*\*Indicates MAP<sup>2</sup>D Instructional Strategies Available  
Bold type indicates lesson used more than once\*

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NS 3.3	22.4	Add Money Amounts	pgs. 526 - 527	RW 129 PW 129
NS 2.1	4.2, 4.3	Subt. w/Regrouping & Model 3-Digit Subt.	pgs. 74 - 75, pgs. 76 - 77	RW 20 PW 20
NS 2.1	4.4	Subtract 3- and 4- Digit Numbers	pgs. 78 - 79	RW 22 PW 22
NS 2.1	4.5	Subtract Across Zeros	pgs.80 - 81	RW 23 PW 23
AF .1.1	4.6	Choose the Operation	pgs. 84 - 85	
NS 3.3	22.5	Subtract Money Amounts	pgs.528 - 529	RW 130 PW 130
NS 3.3, AF 1.1	22.2	<b>Model Making Change</b>	pgs. 522 - 523	RW 127
AF 2.2	4.7	*Number Patterns	pgs.86 - 87	RW 25 PW 25

*Give Standards Based Assessment #2: NS/AF: Addition and Subtraction*

<b>Oct. 19 – Nov. 18:</b>	<b>Chapter 5, 8, 15, and 16</b>	<b>Multiplication</b>
<b>Instructional Days: 22</b>	<b>Number of Lessons:10</b>	<b>(On-going math facts review)</b>

**\*\* Use It's All About the Facts instructional strategies to guide students through multiplication**

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 2.2	5.1	Relate Addition to Multiplication	pgs. 102 - 103	RW 27 PW 27
NS 2.2	5.2	Model with Arrays	pgs. 104 - 107	RW 28 PW 28
AF 2.1	8.1	*Find a Rule	pgs. 172 - 173	RW 43 PW 43
AF 1.1	8.2	* Missing Factors	pgs. 174 - 175	RW 44 PW 44
AF 1.5	8.3	Multiply 3 Factors	pgs. 176 - 177	RW 45 PW 45
AF 1.5	8.4	*Multiplication Properties	pgs. 178 - 179	RW 46 PW 46

*Re-administer Trimester One Practice Exam Week of November 2*

NS 2.4	15.5	Multiply 2-Digit Numbers	pgs. 354 - 355	RW 88 PW 88
NS 2.4	16.3	Multiply 3-Digit Numbers	pgs. 372 - 373	RW 92 PW 92
NS 2.4	16.4	Multiply 4-Digit Numbers	pgs. 374 - 375	RW 93 PW 93
NS 3.3	16.5	Multiply Money Amounts	pgs. 376 - 377	RW 94 RW 94

*Give Standards Based Assessment #3: NS/AF: Multiplication*

**November 19-20**  
**Review and Administer 1<sup>st</sup> Trimester Exam (20 items)**

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## TRIMESTER 2

### POD: Review of Tri 1 content (Use Item Analysis Grid)

<b>November 23 – December 18</b>	<b>Chapters 18, 19 &amp; 20</b>	<b>Fractions and Decimals</b>
<b>Instructional Days: 17</b>	<b>Number of Lessons: 9</b>	<b>(On-going math facts review)</b>

<b>CA Standards</b>	<b>Lesson #'s</b>	<b>Content</b>	<b>Page Numbers</b>	<b>3 in 1 Practice Book</b>
NS 3.1	18.1	Model Parts of a Whole	pgs. 412 - 415	RW 102 PW 102
NS 3.1	18.2	*Model Part of a Group	pgs. 416 - 419	RW 103 PW 103
NS 3.1	18.3	*Equivalent Fractions	pgs. 420 - 422	RW 104 PW 104
NS 3.1	18.4	*Compare and Order Fractions	pgs. 424 - 427	RW 105 PW 105
NS 3.2	19.1	*Add like Fractions	pgs. 440 - 441	RW 107 PW 107
NS 3.2	19.3	* Subtract like Fractions	pgs. 444 - 445	RW 109 PW 109
NS 3.4	20.1	*Model Tenths	pgs. 458 - 461	RW 112 RW 112
NS 3.4	20.2	*Model Hundredths	pgs. 462 - 463	RW 113 PW 113
NS 3.4	20.4	Relate Fractions, Decimals, and Money	pgs. 466 - 469	RW 115 PW 115

*Give Standards Based Assessment #4: NS: Fractions and Decimals*

**December 21 – January 1 Winter Recess**

<b>January 4 – February 12</b>	<b>Chapters 9, 11 &amp; 17</b>	<b>Division</b>
<b>Instructional Days: 28</b>	<b>Number of Lessons:8</b>	<b>(On-going math facts review)</b>

**\*\*Use It's All About the Facts instructional strategies to guide students through the HSP Math Book for Chapters 9.11 & 17**

<b>CA Standards</b>	<b>Lesson #'s</b>	<b>Content</b>	<b>Page Numbers</b>	<b>3 in 1 Practice Book</b>
NS 2.3	9.1	Division	pgs. 194 - 195	RW 48 PW 48
NS 2.3	9.4	Multiplication and Division	pgs. 200 - 201	RW 51 PW 51
NS 2.3	9.5	Fact Families	pgs. 202 - 203	RW 52 PW 52

*\*Indicates MAP<sup>2</sup>D Instructional Strategies Available*  
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NS 2.7	11.6	Find the Cost	pgs. 252 - 253	RW 64	PW 64
AF 1.1	11.7	Expressions and Equations	pgs. 254 - 255	RW 65	PW 65

**\*\* Move on when students have mastered division facts\*\***

NS 2.5	17.1	*Model 2-Digit Division	pgs. 386 - 387	RW 95	PW 95
NS 2.5	17.4	*Divide 2- and 3-Digit Numbers	pgs. 392 - 393	RW 98	PW 98
NS 3.3	17.6	*Divide Money Amounts	pgs. 396 - 397	RW 100	PW 100

*Give Standards Based Assessment #5: NS: Division*

**\*\*You may administer the Standards Based Assessment for Division at any point during Trimester 2\*\***

<b>Feb. 16 – March 2</b>	<b>Chapter 22</b>	<b>Money and Time</b>
<b>Instructional Days: 11</b>	<b>Number of Lessons:5</b>	<b>(On-going math facts review)</b>

*Re-administer Trimester Two Practice Exam Week February 16*

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
NS 3.3	22.2	<b>Model Making Change</b>	pgs. 522 - 523	PW 127
MG 1.4	22.7	Time Conversions (calendar and clock)	Intranet-Instructional Tools Grade 3	RW 132 PW 132
MG 1.4	22.8	A.M. and P.M.	pgs. 538 - 539	RW 133 PW 133
MG 1.4	22.9	Model Elapsed Time	pgs. 540 - 541	RW 134 PW 134
MG 1.4	22.10	Use a Calendar	pgs. 544 - 545	RW 135 PW 135

*Give Standards Based Assessment #6 NS/MG: Money and Time*

**March 3-5**  
**Administer 2<sup>nd</sup> Trimester Exam (25 items)**

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### TRIMESTER 3

POD: Review of Tri 1 and Tri 2 content (Use Item Analysis Grid to guide review)

<b>March 8 – April 2</b>	<b>Chapters 12, 13 &amp; 14</b>	<b>Geometry and Measurement</b>
<b>Instructional Days: 20</b>	<b>Number of Lessons:10</b>	<b>(On-going math facts review)</b>

*Administer Trimester Three Practice Exam*

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
MG 2.4	12.1	*Line Segments and Angles	pgs. 268 - 270	RW 66 PW 66
MG 2.1	12.3	* Identify Plane Figures	pgs. 274 - 275	RW 68 PW 68
MG 2.2	12.4	Triangles	pgs. 276 - 277	RW 69 PW 69
MG 2.3	12.5	Quadrilaterals	pgs. 278 - 280	RW 70 PW 70
MG 2.3	12.6	Compare Plane Figures	pgs. 282 - 283	RW 71 PW 71
MG 2.5	13.1	Identify Solid Figures	pgs. 296 - 297	RW 73 PW 73
MG 2.6	13.4	Combine Solid Figures	pgs. 304 - 305	RW 76 PW 76
MG 1.3	14.2	*Perimeter	pgs. 318 - 321	RW 79 PW 79
MG 1.2	14.3	Area of Plane Figures	pgs. 322 - 324	RW 80 PW 80
MG 1.2	14.5	Estimate and Find Volume	pgs. 328 - 329	RW 82 PW 82

*Give Standards Based Assessment #7: MG: Geometry and Measurement*

**April 5 - 9                      Spring Recess**

<b>April 12 – April 16</b>	<b>Chapter 21</b>	<b>Data and Probability</b>
<b>Instructional Days: 5</b>	<b>Number of Lessons: 4</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
SDAP 1.3	21.1	Record Outcomes	pgs. 488 - 489	RW 118 PW 118
SDAP 1.3	21.2	Make a Graph	pgs. 490 - 493	RW 119 PW 119
SDAP 1.1	21.3	Probability: Likelihood of Events	pgs. 494 - 495	RW 120 PW 120
SDAP 1.3	21.6	Line Plots	pgs. 502 - 503	RW 123 PW 123

*Give Standards Based Assessment #8: SDAP: Data and Probability*

*\*Indicates MAP<sup>2</sup>D Instructional Strategies Available  
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<b>April 19 – April 23</b>	<b>Chapters 23 &amp; 24</b>	<b>Measurement</b>
<b>Instructional Days: 5</b>	<b>Number of Lessons: 4</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
MG 1.1,1.4	23.1	*Length	pgs. 560 - 561	RW 137 PW 137
MG 1.1, 1.4, AF 1.5	23.4	*Capacity	pgs. 568 - 569	RW 140 PW 140
MG 1.1,1.4	23.5	Weight	pgs. 570 - 571	RW 141 PW 141
MG 1.4, AF 1.4	23.7	Rules for Changing Units	pgs. 574 - 575	RW 143 PW 143

<b>April 26 – May 14</b>	<b>Standards Review Week</b>	<b>3 in 1 Practice Book</b>
Number Sense	<u>Success with the Math Standards</u> pgs 47, 60, 71-74	SR 1
Algebra and Functions	<u>Success with the Math Standards</u> pgs 77 - 78, 87 - 88	SR 2
Measurement and Geometry	<u>Success with the Math Standards</u> pgs. 93 - 96, 99 - 104	SR 3
Statistics, Data Analysis & Probability	<u>Success with the Math Standards</u> pgs. 113 - 116	SR 4

### May 3 – 14 CST Testing

*Re-administer Trimester Three Practice Exam Week May 17*

<b>May 17 – May 21</b>	<b>Chapters 23 &amp; 24</b>	<b>Measurement</b>
<b>Instructional Days: 4</b>	<b>Number of Lessons: 3</b>	<b>(On-going math facts review)</b>

CA Standards	Lesson #'s	Content	Page Numbers	3 in 1 Practice Book
MG 1.1, 1.4, AF 1.4	24.1	Length – Metric	pgs.588 - 589	RW 146 PW 146
MG 1.1, 1.4, AF 1.4	24.4	Capacity: Milliliter & Liter	pgs. 594 - 595	RW 149 PW 149
MG 1.1, 1.4, AF 1.4	24.5	Mass: Gram & Kilogram	pgs. 596 - 597	RW 150 PW 150

*Give Standards Based Assessment #9: MG: Measurement*

**May 26 - 28**

*Administer 3<sup>rd</sup> Trimester Exam (30 items)*

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<b>June 1- June 17</b>	<b>Enrichment</b>	<b>Grade 4 Prep</b>
<b>Instructional Days: 13</b>	<b>Number of Lessons: 6</b>	
NS 3.3	Multiply 2- and 3- Digit Numbers and money	Use <u>It's All About the Facts</u>
NS 3.3	Divide greater numbers	
AF 1.0	Addition Properties	See Map <sup>2</sup> D Internet: Instructional Strategies: Trimester 1 - Grade 4
AF 1.2	Write and Evaluate Expressions	
AF 1.0	Expressions with variables	
AF 1.1	Addition and Subtraction Equations	

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<i>CALIFORNIA CONTENT STANDARDS: GRADE 3</i>	# of Items on CST	Trimester and SBA
<b>By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.</b>		
<b>Number Sense</b>	<b>32</b>	
<b>Standard Set 1.0 Students understand the place value of whole numbers:</b>		
1.1 Count, read, and write whole numbers to 10,000.	1/2**	Tri 1 SBA 1
1.2 Compare and order whole numbers to 10,000.	1	Tri 1 SBA 1
1.3* Identify the place value for each digit in numbers to 10,000.	3	Tri 1 SBA 1
1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	1/2**	Tri 1 SBA 1
1.5* Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$ ).	3	Tri 1 SBA 1
<b>Standard Set 2.0 Students calculate and solve problems involving addition, subtraction, multiplication, and division:</b>		
2.1* Find the sum or difference of two whole numbers between 0 and 10,000.	4	Tri 1 SBA 2
2.2* Memorize to automaticity the multiplication table for numbers between 1 and 10.	NA***	
2.3* Use the inverse relationship of multiplication and division to compute and check results.	3	Tri 2 SBA 5
2.4* Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ( $3,671 \times 3 = \underline{\quad}$ ).	5	Tri 1 SBA 3
2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number ( $135 \div 5 = \underline{\quad}$ ).	1	Tri 2 SBA 5
2.6 Understand the special properties of 0 and 1 in multiplication and division.	1	
2.7 Determine the unit cost when given the total cost and number of units.	1	Tri 2 SBA 5
2.8 Solve problems that require two or more of the skills mentioned above.	1	
<b>Standard Set 3.0 Students understand the relationship between whole numbers, simple fractions, and decimals:</b>		
3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., $\frac{1}{2}$ of a pizza is the same amount as $\frac{2}{4}$ of another pizza that is the same size; show that $\frac{3}{8}$ is larger than $\frac{1}{4}$ ).	1	Tri 2 SBA 4
3.2* Add and subtract simple fractions (e.g., determine that $\frac{1}{8} + \frac{3}{8}$ is the same as $\frac{1}{2}$ ).	2	Tri 2 SBA 4
3.3* Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	4	Tri 1 SBA 2 Tri 1 SBA 3 Tri 2 SBA 5

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<i>CALIFORNIA CONTENT STANDARDS: GRADE 3</i>		# of Items on CST	Trimester and SBA
			<b>Tri 2 SBA 6</b>
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $\frac{1}{2}$ of a dollar, 75 cents is $\frac{3}{4}$ of a dollar).	<b>1</b>	<b>Tri 2 SBA 4</b>
<b>Algebra and Functions</b>		<b>12</b>	
<b>Standard Set 1.0 Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:</b>			
1.1*	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	<b>4</b>	<b>Tri 1 SBA 2 Tri 1 SBA 3 Tri 2 SBA 5</b>
1.2	Solve problems involving numeric equations or inequalities.	<b>1</b>	<b>Tri 1 SBA 2</b>
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \_ 3 = 12$ , what operational symbol goes in the blank?).	<b>1</b>	<b>Tri 3 SBA 9</b>
1.4	Express simple unit conversions in symbolic form (e.g., $\_ \text{ inches} = \_ \text{ feet} \times 12$ ).	<b>1</b>	<b>Tri 3 SBA 9</b>
1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$ , then what is $7 \times 5$ ? and if $5 \times 7 \times 3 = 105$ , then what is $7 \times 3 \times 5$ ?).	<b>1</b>	<b>Tri 1 SBA 2 Tri 1 SBA 3</b>
<b>Standard Set 2.0 Students represent simple functional relationships:</b>			
2.1*	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	<b>3</b>	<b>Tri 1 SBA 3</b>
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	<b>1</b>	<b>Tri 1 SBA 3</b>
<b>Measurement and Geometry</b>		<b>16</b>	
<b>Standard Set 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects:</b>			
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	<b>1</b>	<b>Tri 3 SBA 9</b>
1.2*	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	<b>3</b>	<b>Tri 3 SBA 7</b>
1.3*	Find the perimeter of a polygon with integer sides.	<b>3</b>	<b>Tri 3 SBA 7</b>
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	<b>1</b>	<b>Tri 2 SBA 6 Tri 3 SBA 9</b>

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<i>CALIFORNIA CONTENT STANDARDS: GRADE 3</i>	# of Items on CST	Trimester and SBA
<b>Standard Set 2.0 Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:</b>		
2.1* Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	2	Tri 3 SBA 7
2.2* Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	2	Tri 3 SBA 7
2.3* Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	2	Tri 3 SBA 7
2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	2/3**	Tri 3 sBA 7
2.5 Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).	2/3**	Tri 3 SBA 7
2.6 Identify common solid objects that are the components needed to make a more complex solid object.	2/3**	Tri 3 SBA 7
<b>Statistics, Data Analysis, and Probability</b>	5	
<b>Standard Set 1.0 Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:</b>		
1.1 Identify whether common events are certain, likely, unlikely, or improbable.	1	Tri 3 SBA 8
1.2* Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	2	
1.3* Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	2	Tri 3 SBA 8
1.4 Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	NA***	
<b>Mathematical Reasoning</b>	<b>Embedded</b>	
<b>Standard Set 1.0 Students make decisions about how to approach problems:</b>		
1.1 Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	<i>Embedded</i>	
1.2 Determine when and how to break a problem into simpler parts.	<b>Embedded</b>	
<b>Standard Set 2.0 Students use strategies, skills, and concepts in finding solutions:</b>		
2.1 Use estimation to verify the reasonableness of calculated results.	<b>Embedded</b>	
2.2 Apply strategies and results from simpler problems to more complex problems.	<b>Embedded</b>	
2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to	<b>Embedded</b>	

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<i>CALIFORNIA CONTENT STANDARDS: GRADE 3</i>		<b># of Items on CST</b>	<b>Trimester and SBA</b>
	explain mathematical reasoning.		
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	<b>Embedded</b>	
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	<b>Embedded</b>	
2.6	Make precise calculations and check the validity of the results from the context of the problem.	<b>Embedded</b>	
<b>Standard Set 3.0 Students move beyond a particular problem by generalizing to other situations:</b>			
3.1	Evaluate the reasonableness of the solution in the context of the original situation.	<b>Embedded</b>	
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	<i>Embedded</i>	
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	<b>Embedded</b>	
<b>GRADE 3 TOTAL</b>		<b>65</b>	

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