Alignment Grade 3				
Model Unit Name	**Model Unit Standards**	**Resource Unit(s) Number**	**Resources Lessons**	**Pacing**
This is the title of the unit in the model curricula	*These are the standards addressed in the unit*	*This is the unit(s) that aligns with the model unit from the resource*	*These are the lessons from the identified units that align to the standards within the model unit*	*This is the expected number of days for instruction*
Understanding Multiplication and Division	3.OA.A.1 3.OA.A.2 3.MD.B.3	Modules 1 & 5 Module 6 Module 18	1.1, 1.2, 5.3 6.2, 6.3, 6.6 18.1, 18.2, 18.3, 18.5, 18.7	3 Days 3 Days 5 Days
Connecting and Using Multiplication and Division	3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7	Modules 1, 3, 5, 6, 7, & 8 Modules 7 & 8 Modules 1, 4, 5, 6, & 7 Modules 7 & 8 Module 4 & 7	1.3, 1.5, 1.6, 3.1, 3.2, 3.3, 5.4, 6.1, 6.4, 6.5, 7.3, 7.4, 7.5, 8.3, 8.4, 8.5 7.6, 8.2, 8.3 1.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.2, 6.7, 7.6 7.1, 8.2 4.3, 4.4, 4.5, 4.6, 7.2, 7.3, 7.4, 7.5, 7.7	4 Weeks 4 Days 1 Week 2 Weeks 3 Days 3 Days 2 Weeks 2 Days
Computing with Whole Numbers	3.NBT.A.1 3.NBT.A.2 3.NBT.A.3 3.OA.C.7 3.OA.D.8 3.OA.D.9	Module 9 Module 9 & 10 Module 5 Module 4 & 7 Module 8, 9, 10 & 18 Module 4, 8, & 9	9.5, 9.6 9.2, 9.3, 10.1, 10.2, 10.3, 10.4, 10.5 5.1, 5.2, 5.3, 5.4 4.3, 4.4, 4.5, 4.6, 7.2, 7.3, 7.4, 7.5, 7.7 8.4, 8.5, 9.4, 10.6, 18.1 4.7, 8.1, 9.1	2 Days 1 Week 4 Days 1 Week 4 Days 2 Weeks 2 Days 1 Week 2 Days 4 Days
Exploring Measurement and Data	3.MD.A.1 3.MD.A.2 3.MD.B.3 3.MD.B.4	Module 12 Module 17 Module 18 Module 13 & 18	12.1, 12.2, 12.3, 12.4, 12.5 17.1, 17.2, 17.3 18.1, 18.2, 18.3, 18.5, 18.7 13.7, 18.5, 18.6	1 Week 4 Days 1 Week 3 Days
Understand Area and Perimeter	3.MD.C.5 3.MD.C.6 3.MD.C.7 3.MD.D.8	Module 2 Module 2 Module 2 & 5 Module 11	2.1, 2.2 2.2 2.3, 2.4, 2.5, 5.1 11.1, 11.2, 11.3, 11.4, 11.5	2 Day 1 Day 1 Week 1 Day 1 Week
Reasoning About Two-dimensional Shapes	3.MD.D.8 3.G.A.1 3.G.A.2	Module 11 Modules 19 & 20 Modules 13 &14	11.1, 11.2, 11.3, 11.4, 11.5 19.1, 19.2, 19.3, 19.4, 20.1, 20.2, 20.3 13.1, 13.2, 14.1, 14.2, 14.3	1 Week 1 Week 1 Week

Understanding Fractions	3.NF.A.1 3.NF.A.2	Module 13 Module 13	13.1, 13.2, 13.3, 13.6 13.4, 13.6	4 Days 2 Days
Reasoning about Fraction Comparisons and Equivalence	3.NF.A.3 3.G.A.2	Module 13, 15, & 16 Modules 13 & 14	13.5, 15.1, 15.2, 15.3, 15.4, 16.1, 16.2, 16.3 13.1, 13.2, 14.1, 14.2, 14.3	2 Weeks 3 Days 1 Week

Scope and Sequence

If a district uses this resource to implement the state model curriculum for grade 3, the following scope and sequence should be followed to ensure alignment and attention to the progressions of mathematics.

Order	Unit Number/Title and Lessons	Lesson Objectives	# of days (assume 1 hour of instruction)	Number of weeks
1	Lesson 1.1 Count Equal Groups	Use concrete and visual models to represent and solve problems when you know the number of equal groups and the number of objects in each group.	1	
2	Lesson 1.2 Relate Addition and Multiplication	Use concrete and visual models or drawings to write related addition and multiplication equations.	1	
3	Lesson 1.3 Represent Multiplication with Arrays	Use an array model to represent a multiplication problem. Write a multiplication equation for an array.	1	
4	Lesson 1.4 Understand the Commutative Property of Multiplication	Use the Commutative Property of Multiplication to find products and to write related multiplication equations.	1	
5	Lesson 1.5 Represent Multiplication with Number Lines	Count equal groups on a number line to find how many.	1	
6	Lesson 1.6 Represent Multiplication with Bar Models	Use a bar model to represent an unknown in a multiplication problem.	2	1 Week 2 Days
7	Lesson 2.1 Understand Area	Explore area as an attribute of a two-dimensional shape, and	1	

	by Counting Unit Squares	explore how to find area by counting unit squares.		
8	Lesson 2.2 Measure Area by Counting Unit Squares	Use concrete representations of unit squares to cover a plane figure, and find the area by counting the number of unit squares.	1	
9	Lesson 2.3 Relate Area to Addition and Multiplication	Relate finding area to using an array to find a product.	1	
10	Lesson 2.4 Solve Problems with Area	Solve real-world problems by finding areas of rectangles.	1	
11	Lesson 2.5 Find the Area of Combined Rectangles	Break apart a composite figure into smaller rectangles to find the area of combined figures.	1	1 Week
12	Lesson 3.1 Multiply with 2 and 4	Achieve fluency with 2s and 4s multiplication facts.	2	
13	Lesson 3.2 Multiply with 5 and 10	Achieve fluency with 5s and 10s multiplication facts.	2	
14	Lesson 3.3 Multiply with 3 and 6	Achieve fluency with 3s and 6s multiplication facts.	2	1 Week 1 Day
15	Lesson 4.1 Understand the Identity and Zero Properties of Multiplication	Use the Identity and Zero Properties of Multiplication and patterns to write multiplication equations with the factors 1 and 0.	1	
16	Lesson 4.2 Understand the Distributive Property	Use the Distributive Property as a strategy to find products by breaking apart a factor.	1	
17	Lesson 4.3 Understand the Associative Property of Multiplication	Use the Associative Property of Multiplication as a strategy to multiply with three factors.	1	
18	Lesson 4.4 Multiply with 7	Apply the Distributive Property or the Commutative Property of Multiplication, or use known	1	

		facts to multiply with the factor 7.		
19	Lesson 4.5 Multiply with 8	Apply properties and use strategies to multiply with the factor 8.	1	
20	Lesson 4.6 Multiply with 9	Use patterns with 9s facts and the Distributive Property with addition or subtraction to find products with the factor 9.	1	
21	Lesson 4.7 Identify Number Patterns on the Multiplication Table	Identify and explain patterns on the multiplication table by using properties of operations.	2	1 Week 3 Days
22	Lesson 5.1 Use the Distributive Property	Use the Distributive Property to break apart factors and find products in which one factor is a multiple of 10.	2	
23	Lesson 5.2 Use the Associative Property of Multiplication	Use the Associative Property of Multiplication to break apart factors and find products in which one factor is a multiple of 10.	1	
24	Lesson 5.3 Use Place-Value Strategies to Multiply with Multiples of 10	Use place value to break apart factors and find products in which one factor is a multiple of 10.	1	
25	Lesson 5.4 Multiply Multiples of 10 by 1-Digit Numbers	Use place value, regrouping, and visual and concrete models to find products of multiples of 10.	1	1 Week
26	Lesson 6.1 Represent Division	Represent and solve division problems.	1	
27	Lesson 6.2 Separate Objects into Equal Groups	Use concrete or visual models to separate objects into equal groups.	1	
28	Lesson 6.3 Find the Number of Equal Groups	Use concrete or visual models to find the number of equal groups.	1	

29	Lesson 6.4 Relate Subtraction and Division	Use repeated subtraction and number lines to relate subtraction and division.	1	
30	Lesson 6.5 Represent Division with Arrays	Use arrays to represent division.	1	
31	Lesson 6.6 Represent Division with Bar Models	Use bar models to represent division.	1	
32	Lesson 6.7 Apply Division Rules for 1 and 0	Identify and apply rules for dividing with 1 and 0.	1	1 Week 2 Days
33	Lesson 7.1 Relate Multiplication and Division	Relate multiplication and division as inverse operations using concrete and visual models.	1	
34	Lesson 7.2 Write Related Facts	Write related multiplication and division facts.	1	
35	Lesson 7.3 Multiply and Divide with 2, 4, and 8	Multiply and divide with 2, 4, and 8 as factors and divisors.	2	
36	Lesson 7.4 Multiply and Divide with 5 and 10	Multiply and divide with 5 and 10 as factors and divisors.	2	
37	Lesson 7.5 Multiply and Divide with 3 and 6	Multiply and divide with 3 and 6 as factors and divisors.	2	
38	Lesson 7.6 Multiply and Divide with 7 and 9	Multiply and divide with 7 and 9 as factors and divisors.	2	
39	Lesson 7.7 Build Fluency with Multiplication and Division	Multiply and divide within 100 fluently.	1	2 Weeks 1 Day
40	Lesson 8.1 Identify and Extend Patterns	Identify and extend arithmetic patterns to solve problems.	1	

41	Lesson 8.2 Find Unknown Factors and Numbers	Determine the unknown number in a multiplication or division equation.	2	
42	Lesson 8.3 Use Multiplication and Division to Solve Problem Situations	Model and solve equations that represent multiplication and division situations.	1	
43	Lesson 8.4 Solve Two-Step Problems	Develop strategies and use reasoning to represent and solve two-step word problems.	2	
44	Lesson 8.5 Practice with One- and Two-Step Problems	Solve one- and two-step problems that involve all four operations and a letter to represent the unknown.	1	1 Week 2 Days
45	Lesson 9.1 Identify Number Patterns on the Addition Table	Identify and explain number patterns on the addition table by applying the Commutative and Identity Properties of Addition and by describing sums as even or odd.	1	
46	Lesson 9.2 Use Mental Math Strategies for Addition and Subtraction	Use mental math strategies to find sums and differences.	1	
47	Lesson 9.3 Use Properties to Add	Use the Commutative and Associative Properties of Addition to add more than two addends.	1	
48	Lesson 9.4 Use Mental Math to Assess Reasonableness	Use mental math strategies to assess reasonableness of sums and differences.	1	
49	Lesson 9.5 Round to the Nearest Ten or Hundred	Round whole numbers to the nearest ten or hundred.	1	
50	Lesson 9.6 Use Estimation with	Round whole numbers to the nearest ten or hundred.	1	1 Week 1 Day

	Sums and Differences			
51	Lesson 10.1 Use Expanded Form to Add	Use expanded form and partial sums to add 2- and 3- digit numbers.	1	
52	Lesson 10.2 Use Place Value to Add	Use place value strategies to add 2- and 3- digit numbers.	2	
53	Lesson 10.3 Combine Place Values to Subtract	Use flexible grouping to combine place values to subtract 2- and 3-digit numbers.	1	
54	Lesson 10.4 Use Place Value to Subtract	Use place value strategies to subtract 2- and 3-digit numbers.	2	
55	Lesson 10.5 Choose a Strategy to Add or Subtract	Choose a strategy to add or subtract to solve a problem.	1	
56	Lesson 10.6 Model and Solve Two-Step Problems	Model and solve two-step problems.	2	1 Week 4 Days
57	Lesson 11.1 Describe Perimeter	Explore and find perimeter of polygons using grid paper or dot paper.	1	
58	Lesson 11.2 Find Perimeter	Estimate and measure perimeter of polygons using inch and centimeter rulers.	1	
59	Lesson 11.3 Find Unknown Side Lengths	Find the unknown side length of a polygon when the perimeter and one side length is known.	1	
60	Lesson 11.4 Represent Rectangles with the Same Area and Different Perimeters	Understand that rectangles with the same area can have different perimeters.	1	
61	Lesson 11.5 Represent Rectangles with the Same	Understand that rectangles with the same perimeter can have different areas.	1	1 Week

	Perimeter and Different Areas			
62	Lesson 12.1 Tell and Write Time to the Minute	Read, write, and tell time on analog and digital clocks to the nearest minute.	1	
63	Lesson 12.2 Use a.m. and p.m. to Describe Time	Decide when to use a.m. and p.m. when telling time to the nearest minute.	1	
64	Lesson 12.3 Measure Time Intervals	Use an analog clock or a number line to measure time intervals in minutes.	1	
65	Lesson 12.4 Find Start and End Times	Use a number line or an analog clock to add or subtract time intervals to find start times or end times.	1	
66	Lesson 12.5 Solve Time Interval Problems	Apply strategies to solve word problems involving addition and subtraction of time intervals.	1	1 Week
67	Lesson 13.1 Describe Equal Parts of a Whole	Use visual models of whole shapes partitioned into equal-sized parts to identify and represent halves, thirds, fourths, sixths, and eighths.	1	
68	Lesson 13.2 Represent and Name Unit Fractions	Represent and identify one equal part of a whole as a unit fraction, and use fraction notation to name unit fractions that correspond to a part of a whole or a single item in a group of items.	1	
69	Lesson 13.3 Represent and Name Fractions of a Whole	Use visual models to represent and identify fractional parts of a whole or group that are composed of one or more unit fractions.	1	
70	Lesson 13.4 Represent and Name Fractions on a Number Line	Identify, describe, and represent fractions on a number line, and relate fractions on a number line to	1	

		parts of a whole and group fraction models.		
71	Lesson 13.5 Express Whole Numbers as Fractions	Relate fractions and whole numbers by expressing whole numbers as fractions and recognizing fractions that are equivalent to whole numbers.	1	
72	Lesson 13.6 Represent and Name Fractions Greater Than 1	Identify, name, and represent fractions greater than 1, and write a fraction greater than 1 as a mixed number.	1	
73	Lesson 13.7 Use Fractions to Measure Lengths	Measure lengths using a ruler that is marked off in fractional units to the nearest half or fourth of an inch.	1	1 Week 2 Days
74	Lesson 14.1 Relate Fractions and Area	Explore and identify equal areas of whole shapes.	1	
75	Lesson 14.2 Partition Shapes into Equal Areas	Partition shapes into parts with equal areas.	1	
76	Lesson 14.3 Use Unit Fractions to Describe Area	Identify the unit fraction that names the area of each part of a shape partitioned into equal areas.	1	3 Days
77	Lesson 15.1 Compare Fractions Using Concrete and Visual Models	Use concrete and visual models to compare two fractions.	1	
78	Lesson 15.2 Compare Fractions with the Same Denominator	Use concrete or visual models and reasoning strategies to compare two fractions with the same denominator.	1	
79	Lesson 15.3 Compare Fractions with the Same Numerator	Use concrete or visual models and reasoning strategies to compare two fractions with the same numerator.	1	
80	Lesson 15.4 Use Reasoning	Use strategies to compare two fractions by reasoning with	1	4 Days

	Strategies to Compare Fractions	same-sized pieces or the same number of pieces.		
81	Lesson 16.1 Represent Equivalent Fractions with Smaller Parts	Use concrete and visual models to recognize and generate equivalent fractions in which the same whole is divided into a greater number of smaller equal parts.	1	
82	Lesson 16.2 Represent Equivalent Fractions with Larger Parts	Use concrete and visual models to recognize and generate equivalent fractions in which the same whole is divided into a smaller number of larger equal parts.	1	
83	Lesson 16.3 Recognize and Generate Equivalent Fractions	Recognize and generate equivalent fractions using visual models in which the same whole is divided into a smaller number of larger equal parts or a greater number of smaller equal parts.	1	3 Days
84	Lesson 17.1 Estimate and Measure Liquid Volume	Use reasoning and benchmarks to estimate, and use tools to measure liquid volume in liters.	1	
85	Lesson 17.2 Estimate and Measure Mass	Use reasoning to estimate, and use tools to measure mass in grams and kilograms.	1	
86	Lesson 17.3 Solve Problems About Liquid Volume and Mass	Use representations and the four operations to solve one-step word problems involving liquid volume and mass.	2	4 Days
87	Lesson 18.1 Use Picture Graphs	Use information in a picture graph to solve one-step comparison problems.	1	
88	Lesson 18.2 Make Picture Graphs	Represent data in picture graphs and use the information to solve one-step comparison problems.	1	

89	Lesson 18.3 Use Bar Graphs	Use information in a bar graph to solve one-step comparison problems.	1	
90	Lesson 18.4 Make Bar Graphs	Represent data in scaled bar graphs and use the information to solve one-step comparison problems.	1	
91	Lesson 18.5 Use Line Plots to Display Measurement Data	Read and interpret line plots involving data with fractional units of length.	1	
92	Lesson 18.6 Make Line Plots to Display Measurement Data	Plot fractional data of standard units of length on a line plot.	1	
93	Lesson 18.7 Solve One- and Two-Step Problems Using Data	Represent data in picture graphs, bar graphs, and line plots and use the information to solve one- and two-step comparison problems.	1	1 Week 2 Days
94	Lesson 19.1 Describe Shapes	Describe open and closed shapes in terms of their sides, angles, and other attributes.	1	
95	Lesson 19.2 Describe Angles in Shapes	Describe the angles of polygons and define and identify right angles.	1	
96	Lesson 19.3 Describe Sides of Shapes	Describe and compare the sides of polygons as equal in length and as parallel.	1	
97	Lesson 19.4 Define Quadrilaterals	Identify attributes of quadrilaterals and use the attributes to name those quadrilaterals.	1	4 Days
98	Lesson 20.1 Draw Quadrilaterals	Identify and draw quadrilaterals that may or may not belong to the same subcategory, such as square, rectangle, or rhombus.	1	

99	Lesson 20.2 Categorize Quadrilaterals	Categorize quadrilaterals with respect to the number of parallel sides, sides of equal length, and right angles they have.	1	
100	Lesson 20.3 Categorize Plane Shapes	Categorize plane shapes with respect to the number of parallel sides, sides of equal length, and right angles.	1	3 Days

Supports of Diversity, Equity and Inclusion

Please provide any information relative to supporting culturally responsive instruction, multi-language learners, and students with disabilities

Into Math is a comprehensive instructional program that is specifically designed to support the diverse needs of all students, including those who are culturally and linguistically diverse, as well as those who need more supports. Into Math is built on a foundation of research-based instructional strategies and provides a wealth of resources for teachers to support the learning of all students.

One of the key features of Into Math is the inclusion of learning mindset prompts, which encourage students to develop a growth mindset and believe in their ability to succeed in mathematics. These prompts are integrated throughout the program and provide students with the tools they need to persevere through challenges and become confident and successful learners.

In addition to the learning mindset prompts, Into Math also includes guiding questions and supports for teachers to identify students who may require additional assistance or support. This allows teachers to provide targeted in time support and interventions to those students who need it most. Detailed information is provided to teachers about students' prior learning, current development, and future connections to be made, which enables teachers to differentiate instruction effectively.

A strong emphasis is placed on language development and provides teachers with a variety of resources, such as Three Reads, which support sense making, and suggestions for connecting language to various concepts, as well as key academic vocabulary for each module. These resources are designed to help teachers support the language development of multilingual learners and ensure that they have the language skills they need to access the mathematics curriculum.

Additionally, Into Math is designed to be culturally responsive and inclusive to all students. It provides teachers with resources and strategies to address cultural and linguistic diversity, and strategies for building positive relationships with students. This approach to instruction acknowledges and values the cultures, languages, and backgrounds of all students and helps to create an inclusive and equitable learning environment.

Into Math offers tiered interventions, additional practice, and math center options to support students with various learning needs. These interventions are designed to provide students with additional support and practice in areas where they may be struggling, and the math center options provide students with hands-on, interactive activities that help to make math more engaging and accessible.