CACS Curriculum Map — 3rd Grade Mathematics

Aligned to the 2023 NJSLS-Mathematics, the NJDOE 2024 Content Emphases (Major/Supporting/Additional Clusters), and the enVision Mathematics (2024) NJ Correlation

Standards Key

Standards Family	Code / Citation	What It Covers
NJSLS-Mathematics (2023)	**3.OA.A / B / C / D**	Operations and Algebraic Thinking — Represent and solve problems involving multiplication and division; Understand properties of multiplication and the relationship to division; Multiply and divide within 100; Solve four-operation problems and identify/explain patterns.
NJSLS-Mathematics (2023)	**3.NBT.A**	Number and Operations in Base Ten — Use place value understanding and properties of operations to perform multi-digit arithmetic (rounding; add/subtract within 1000; multiply one-digit numbers by multiples of 10).
NJSLS-Mathematics (2023)	**3.NF.A**	Number and Operations — Fractions — Develop understanding of fractions as numbers (unit fractions, fractions on a number line, equivalence, comparison). Grade 3 is limited to denominators 2, 3, 4, 6, and 8.
NJSLS-Mathematics (2023)	**3.M.A / B / C**	Measurement — Solve problems involving time, liquid volume, and mass; Geometric measurement: area and its relationship to multiplication/addition; Geometric measurement: perimeter. (Introduced in 2023; replaces part of the legacy 3.MD domain, the same restructuring that affected Kindergarten, Grade 1, and Grade 2.)
NJSLS-Mathematics (2023)	**3.DL.A / B**	Data Literacy — Understand data-based questions and data collection; Represent and interpret data. (Introduced in 2023; replaces part of the legacy 3.MD domain.)
NJSLS-Mathematics (2023)	**3.G.A**	Geometry — Reason with shapes and their attributes.
NJSLS-Mathematics (2023)	**MP.1–MP.8**	Standards for Mathematical Practice — Make Sense of Problems & Persevere; Reason Abstractly & Quantitatively; Construct Viable Arguments & Critique Reasoning; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look for & Make Use of Structure; Look for & Express Regularity in Repeated Reasoning.
NJDOE Content Emphases (2024)	**M / S / A**	Cluster emphasis level for Grade 3, per the NJDOE's "Mathematics: Where to Focus" printable — Major clusters (majority of instructional time), Supporting clusters, and Additional clusters. All content must still be taught; emphasis guides relative time and depth.
District Color-Coding (source document)	**Green / Blue / Yellow**	The district's own source document highlights each standard's code Green = Major Content, Blue = Supporting Content, Yellow = Additional Content. Cross-checked against the NJDOE 2024 Content Emphases for every standard in this map — the two sources matched with no discrepancies.
NJDOE Content Emphases (2024)	**Required Fluencies**	3.OA.C.7 — Multiply and divide within 100, know single-digit products from memory; 3.NBT.A.2 — Add and subtract within 1000. The two fluency expectations NJDOE identifies as required by the end of Grade 3.

Standards Family	Code / Citation	What It Covers
2023 NJSLS-Mathematics	**Climate icon**	The standards document's own "opportunity to integrate climate change education" icon, appearing on 3.OA.A.3, 3.OA.D.8, and 3.M.C.6 for Grade 3. As with Kindergarten, Grade 1, and Grade 2, Mathematics has no separate companion guide — the icon in the standards document itself is the source.
enVision Mathematics (2024) / Savvas	**Topics 1–16**	The correlation of enVision Mathematics (2024) to the 2023 NJSLS-Mathematics, provided by the district, maps each Grade 3 standard to its enVision Lesson(s) — used here to verify the district's Topic-to-standard citations. Topics 14–16 (May–June) are sequenced out of numeric order in the district's pacing (Topic 16, then 15, then 14) but each still correctly matches its cited standards' content.

3rd Grade Mathematics Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September (Week 1–3) *Topic 1 (Lessons 1-1–1-6)* **Foundations of multiplication and division** *Focus: How do equal groups, arrays, and repeated addition/subtraction help us understand what multiplication and division mean?*	***District-Provided Standards*** • 3.OA.A.1 - Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. • 3.OA.A.2 - Interpret whole-number quotients of whole numbers, e.g., interpret 56÷8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares. • 3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, using drawings and equations with a symbol for the unknown number. • 3.OA.A.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. • 3.OA.C.7 - With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • 3.OA.D.8 - Solve two-step word problems, including problems involving money, using the four operations. Represent with equations using a letter for the unknown; assess reasonableness using	***Students will be able to:*** • Use addition and subtraction to join equal groups • Use a number line to represent and solve multiplication facts • Use arrays and multiply factors in any order to solve multiplication problems • Use objects or pictures to show objects can be divided into equal groups • Use repeated subtraction to understand and solve division problems • think	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 1 Assessments • Beginning of the Year Assessments (Envisions Progress Monitoring) ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 1 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Array City • Math Tools • Counters • Open number lines • Base ten blocks • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	mental computation and estimation, including rounding. (Order of Operations) • 3.NBT.A.2 - With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.NBT.A — Additional: Use place value understanding and properties of operations to perform multi-digit arithmetic. • 3.OA.A — Major: Represent and solve problems involving multiplication and division. • 3.OA.C — Multiply and divide within 100. • 3.OA.D —Solve problems involving the four operations, and identify and explain patterns in arithmetic. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.OA.C.7 — Multiply and divide within 100; know all single-digit products from memory by the end of Grade 3. • 3.NBT.A.2 — Add and subtract within 1000 with accuracy and efficiency. ***enVision Mathematics (2024)*** • 3.OA.A.1: Lesson 1-1, Lesson 1-2 • 3.OA.A.2: Let's Investigate: Packing Plans; Lesson 1-4, Lesson 1-5 • 3.OA.A.3: Lesson 1-3, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 4-9, Lesson 5-4, Let's Investigate: Building Cubbies, Lesson 5-5 • 3.OA.A.4: Lesson 4-8 • 3.OA.C.7: Lesson 3-5, Lesson 4-7, Lesson 5-2, Lesson 5-3 • 3.OA.D.8: Let's Investigate: Dog Supplies; Lesson 11-1, 11-2, 11-3, 11-4 • 3.NBT.A.2: Let's Investigate: Sum Farm; Lesson 8-1, 8-3, 8-4, 8-6, 8-7, 8-8, Lesson 9-1, 9-2, 9-3, Let's Investigate: Moon Festival Tickets; Lesson 9-4, 9-5, 9-6, 9-7 ***Standards-Embedded Climate Change Content***		• Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Frax, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd	• Prodigy • Xtramath

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2023 NJSLS-Mathematics: 3.OA.A.3 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context. • 2023 NJSLS-Mathematics: 3.OA.D.8 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (foundations of multiplication and division) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving foundations of multiplication and division, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
September (Week 4) – October (Week 1) *Topic 2 (Lessons 2-1–2-6)*	***District-Provided Standards*** • 3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, using drawings and equations with a symbol for the unknown number.	***Students will be able to:*** • Use patterns to multiply by 2's, 5's, 9's, and 10's • Use patterns and properties to multiply by 0 and 1 • Use basic multiplication facts to solve problems	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners.	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 2 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
Multiplication patterns: 2s, 5s, 9s, 10s, 0s, and 1s *Focus: How can patterns and properties help us multiply quickly and accurately?*	• 3.OA.B.5 - Apply properties of operations (commutative, associative, distributive) as strategies to multiply and divide. • 3.OA.C.7 - With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • 3.OA.D.8 - Solve two-step word problems, including problems involving money, using the four operations. Represent with equations using a letter for the unknown; assess reasonableness using mental computation and estimation, including rounding. (Order of Operations) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.OA.A — Represent and solve problems involving multiplication and division. • 3.OA.B —Understand properties of multiplication and the relationship between multiplication and division. • 3.OA.C — Multiply and divide within 100. • 3.OA.D — Solve problems involving the four operations, and identify and explain patterns in arithmetic. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.OA.C.7 — Multiply and divide within 100; know all single-digit products from memory by the end of Grade 3. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.A.3: Lesson 1-3, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 4-9, Lesson 5-4, Let's Investigate: Building Cubbies, Lesson 5-5 • 3.OA.B.5: Lesson 2-3, Lesson 3-1, Let's Investigate: Splitting Arrays, Lesson 3-2, 3-3, 3-4, 3-6, 3-7, Lesson 4-6 • 3.OA.C.7: Lesson 3-5, Lesson 4-7, Lesson 5-2, Lesson 5-3 • 3.OA.D.8: Let's Investigate: Dog Supplies; Lesson 11-1, 11-2, 11-3, 11-4		• OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 2 Assessment • Link It Assessment Form A ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems	• Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Counters • Open number lines • Base ten blocks • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 2 Assessment • Link It Assessment Form A

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Standards-Embedded Climate Change Content • 2023 NJSLS-Mathematics: 3.OA.A.3 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context. • 2023 NJSLS-Mathematics: 3.OA.D.8 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (multiplication patterns: 2s, 5s, 9s, 10s, 0s, and 1s) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			multiplication patterns: 2s, 5s, 9s, 10s, 0s, and 1s, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
October (Week 2–4) *Topic 3 (Lessons 3-1–3-7)* **Using known facts and properties to multiply** *Focus: How can we break apart unknown facts into known facts to solve multiplication problems?*	***District-Provided Standards*** • 3.OA.A.1 - Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. • 3.OA.B.5 - Apply properties of operations (commutative, associative, distributive) as strategies to multiply and divide. • 3.OA.C.7 - With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.OA.A — Represent and solve problems involving multiplication and division. • 3.OA.B — Understand properties of multiplication and the relationship between multiplication and division. • 3.OA.C — Multiply and divide within 100. Confirmed against NJDOE's 2024. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.OA.C.7 — Multiply and divide within 100; know all single-digit products from memory by the end of Grade 3. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.A.1: Lesson 1-1, Lesson 1-2 • 3.OA.B.5: Lesson 2-3, Lesson 3-1, Let's Investigate: Splitting Arrays, Lesson 3-2, 3-3, 3-4, 3-6, 3-7, Lesson 4-6	***Students will be able to:*** • Break apart unknown facts into known facts and solve multiplication problems • Use tools and properties to solve when multiplying • Make and use models to solve multiplication problems • Multiply 3 factors in any order to find a product	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 3 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions***	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 3 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Counters • Open number lines • Base ten blocks • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 3 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 3.OA.C.7: Lesson 3-5, Lesson 4-7, Lesson 5-2, Lesson 5-3		• Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (using known facts and properties to multiply) with visuals, cognates, and student-friendly	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving using known facts and properties to multiply, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
November (Week 1–2) *Topic 4 (Lessons 4-1–4-9)* **Using multiplication facts to divide** *Focus: How are multiplication and division related, and how can fact families and patterns help us divide?*	***District-Provided Standards*** • 3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, using drawings and equations with a symbol for the unknown number. • 3.OA.A.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. • 3.OA.B.6 - Understand division as an unknown-factor problem. For example, find 32÷8 by finding the number that makes 32 when multiplied by 8. • 3.OA.C.7 - With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3,	***Students will be able to:*** • Use fact families to see how multiplication and division are related • Use multiplication facts to divide accurately • Identify and explain patterns for even and odd numbers • Understand patterns of division • Use patterns and facts to to solve multiplication and division problems • Use multiplication and division facts to find unknown values in equations.	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 4 Assessment • Envisions Benchmark 1-4 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups.	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 4 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Counters • Open number lines • Base ten blocks

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	know from memory all products of two one-digit numbers. • 3.OA.D.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.OA.A — Represent and solve problems involving multiplication and division. • 3.OA.B — Understand properties of multiplication and the relationship between multiplication and division. • 3.OA.C — Multiply and divide within 100. • 3.OA.D — Solve problems involving the four operations, and identify and explain patterns in arithmetic. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.OA.C.7 — Multiply and divide within 100; know all single-digit products from memory by the end of Grade 3. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.A.3: Lesson 1-3, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 4-9, Lesson 5-4, Let's Investigate: Building Cubbies, Lesson 5-5 • 3.OA.A.4: Lesson 4-8 • 3.OA.B.6: Lesson 4-1, Let's Investigate: Share the Cards, Lesson 4-2, 4-3, 4-4 • 3.OA.C.7: Lesson 3-5, Lesson 4-7, Lesson 5-2, Lesson 5-3 • 3.OA.D.9: Lesson 4-5, Lesson 5-1, Lesson 5-6, Let's Investigate: Sum Farm; Lesson 8-2 ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 3.OA.A.3 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions	• Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 4 Assessment • Envisions Benchmark 1-4 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (using multiplication facts to divide) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving using multiplication facts to divide, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
November (Week 3–4) *Topic 5 (Lessons 5-1–5-6)* **Fluently multiplying and dividing within 100** *Focus: How can we draw on a repertoire of strategies to multiply and divide accurately and solve word problems?*	***District-Provided Standards*** • 3.OA.A.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, using drawings and equations with a symbol for the unknown number. • 3.OA.C.7 - With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. • 3.OA.D.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.OA.A — Major: Represent and solve problems involving multiplication and division. • 3.OA.C — Major: Multiply and divide within 100. Confirmed against NJDOE's 2024 • 3.OA.D — Major: Solve problems involving the four operations, and identify and explain patterns in arithmetic. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.OA.C.7 — Multiply and divide within 100; know all single-digit products from memory by the end of Grade 3. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.A.3: Lesson 1-3, Lesson 1-6, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 4-9, Lesson 5-4, Let's Investigate: Building Cubbies, Lesson 5-5 • 3.OA.C.7: Lesson 3-5, Lesson 4-7, Lesson 5-2, Lesson 5-3 • 3.OA.D.9: Lesson 4-5, Lesson 5-1, Lesson 5-6, Let's Investigate: Sum Farm; Lesson 8-2 ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 3.OA.A.3 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's	***Students will be able to:*** • Use properties to explain patterns for multiplication facts • Use the relationship between multiplication and division to find basic facts on a multiplication table • Draw on a repertoire of strategies to solve multiplication problems accurately • Use strategies to solve word problems that involve multiplication and division • Use the structure of multiplication and division to compare expressions	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 5 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 5 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Counters • Open number lines • Base ten blocks • Multiplication tables • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 5 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	word problems around a climate- or environment-themed context.		• Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (fluently multiplying and dividing within 100) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving fluently multiplying and dividing within 100, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
December (Week 1–3) *Topic 6 (Lessons 6-1–6-7)* **Understanding concepts of area** *Focus: How does counting unit squares connect to multiplying side lengths to find area?*	***District-Provided Standards*** • 3.M.B.3 - Recognize area as an attribute of plane figures and understand concepts of area measurement (a unit square has "one square unit" of area; a figure covered by n unit squares has an area of n square units). • 3.M.B.4 - Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units). • 3.M.B.5 - Relate area to the operations of multiplication and addition (5a–5d: tiling to find area, multiplying side lengths, using area models for the distributive property, and finding area of rectilinear figures as additive). • 3.M.C.6 - Solve real world and mathematical problems involving perimeters of polygons, including finding an unknown side length and comparing rectangles with the same perimeter and different areas, or the same area and different perimeters. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.M.B — Major: Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here.	***Students will be able to:*** • Count unit squares to find the area of a shape • Measure the area of a shape using standard units • Find the area of squares and rectangles by multiplying • Use properties of multiplication to find the area of squares, rectangles, and irregular shapes • Use the relationship between quantities to break a problem into simpler parts	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 6 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 6 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Area Person • Perimeter/Area City • Math Tools • Multiplication tables • Grid Paper • Computers • Envisions Practice Buddies • Frax • Reflex • Frax • IXL

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 3.M.C — Additional: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.M.B.3: Lesson 6-1, Lesson 6-2 • 3.M.B.4: Let's Investigate: Flag Designs; Lesson 6-2, Lesson 6-3 • 3.M.B.5: Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7 • 3.M.C.6: Lesson 16-1 through Lesson 16-6, Let's Investigate: Making Scenery ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 3.M.C.6 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd	• Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 6 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (understanding concepts of area) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving understanding concepts of area, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
January (Week 1–2) *Topic 7 (Lessons 7-1–7-5)* **Representing and interpreting data** *Focus: How do picture graphs and bar graphs help us record, represent, and*	***District-Provided Standards*** • 3.DL.B.3 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more/less" problems using scaled bar graphs. • 3.DL.A.1 - Develop data-based questions and decide what data will answer the question (e.g., "What size shoe does a 3rd grader wear?").	***Students will be able to:*** • Use picture graphs and bar graphs to answer questions about data sets • Create picture graphs and bar graphs to record information • Use information from picture graphs and bar graphs to answer questions and word problems about a data set	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 7 Assessment	• Envisions Lesson Book Volume 1 • Envisions Workbook • Topic 7 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
answer questions about data?	• 3.DL.A.2 - Collect student-centered data (e.g., students' favorite ice cream flavor) or use existing data to answer data-based questions. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.DL.A — Additional: Understand data-based questions and data collection. • 3.DL.B — Supporting: Represent and interpret data. Confirmed against NJDOE's 2024. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.DL.B.3: Lesson 7-1, Let's Investigate: Third-Grade Data; Lesson 7-2, 7-3, 7-4, 7-5 • 3.DL.A.1: Not correlated to a core enVision lesson — correlation document points to supplemental MDIS lessons D45–D49 only • 3.DL.A.2: Not correlated to a core enVision lesson — correlation document points to supplemental MDIS lessons D50–D53 only		***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible	• Teacher created resources • Math Centers • PBL • Conduct interviews and create graphs • Error analysis • Math Tools • Multiplication tables • Grid Paper • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 7 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (representing and interpreting data) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving representing and interpreting data, then trade with a partner to solve. • During Small Group rotations, challenge students who have	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
January (Week 3–4) – February (Week 1) *Topic 8 (Lessons 8-1–8-8)* **Using strategies to add within 1000** *Focus: How can place value and properties help us add, estimate, and round accurately?*	***District-Provided Standards*** • 3.OA.D.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. • 3.NBT.A.1 - Use place value understanding to round whole numbers to the nearest 10 or 100. • 3.NBT.A.2 - With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.NBT.A — Additional: Use place value understanding and properties of operations to perform multi-digit arithmetic. • 3.OA.D — Solve problems involving the four operations, and identify and explain patterns in arithmetic. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.NBT.A.2 — Add and subtract within 1000 with accuracy and efficiency. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.D.9: Lesson 4-5, Lesson 5-1, Lesson 5-6, Let's Investigate: Sum Farm; Lesson 8-2 • 3.NBT.A.1: Lesson 8-5 • 3.NBT.A.2: Let's Investigate: Sum Farm; Lesson 8-1, 8-3, 8-4, 8-6, 8-7, 8-8, Lesson 9-1, 9-2, 9-3, Let's Investigate: Moon Festival Tickets; Lesson 9-4, 9-5, 9-6, 9-7	***Students will be able to:*** • Use place value and properties to understand addition • Find and explain addition patterns on an addition table • Use mental math to add and subtract • Use place value and a number line to round whole numbers • Use addition and place value to estimate sums • Use subtraction and place value to estimate differencesUse addition, subtraction, and rounding to solve word problems	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 8 Assessment • LinkIt Assessments Form B • Middle of the Year Assessments (Envisions Progress Monitoring) ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 8 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Addition tables • Base ten blocks • counters • Grid Paper • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 8 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (using strategies to add within 1000) with visuals, cognates, and student-friendly definitions before Whole Group Instruction.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving using strategies to add within 1000, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
February (Week 2–4) *Topic 9 (Lessons 9-1–9-7)* **Using strategies to subtract within 1000** *Focus: How can place value, reasoning, and break-apart strategies help us subtract accurately?*	***District-Provided Standards*** • 3.NBT.A.2 - With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Additional — district color: Yellow) [Required Fluency] ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.NBT.A — Additional: Use place value understanding and properties of operations to perform multi-digit arithmetic. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***Required Fluency (NJDOE 2024 Content Emphases)*** • 3.NBT.A.2 — Add and subtract within 1000 with accuracy and efficiency. ***enVision Mathematics (2024) NJ Correlation — verified***	***Students will be able to:*** • Use place value to break apart and add numbers • Use different strategies to regroup when adding and subtracting 3-digit numbers • Add 3 or more numbers using addition strategies and place value • Use place value, reasoning, and break apart strategies to subtract 3-digit numbers	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 9 Assessment • Envisions Benchmark 1-8 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 9 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Addition tables • Base ten blocks • counters • Grid Paper • Computers

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 3.NBT.A.2: Let's Investigate: Sum Farm; Lesson 8-1, 8-3, 8-4, 8-6, 8-7, 8-8, Lesson 9-1, 9-2, 9-3, Let's Investigate: Moon Festival Tickets; Lesson 9-4, 9-5, 9-6, 9-7		• Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as	• Envisions Practice Buddies • Frax • Reflex • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 9 Assessment • Envisions Benchmark 1-8 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (using strategies to subtract within 1000) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving using strategies to subtract within 1000, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
March (Week 1) *Topic 10 (Lessons 10-1–10-4)* **Multiplying by multiples of 10** *Focus: How can patterns and properties of multiplication help us multiply by multiples of ten?*	***District-Provided Standards (district's own Major/Supporting/Additional color-coding preserved)*** • 3.NBT.A.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.NBT.A — Additional: Use place value understanding and properties of operations to perform multi-digit arithmetic. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.NBT.A.3: Let's Investigate: Stack It!; Lesson 10-1, 10-2, 10-3, 10-4	***Students will be able to:*** • Use patterns to multiply by multiples of 10 • Use different strategies to find products when multiplying with a multiple of ten • Use properties of multiplication multiply with multiples of ten	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 10 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 10 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Multiplication tables • Base ten blocks • Open Number Lines • counters • Grid Paper • Computers • Envisions Practice Buddies • Frax • Reflex • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 10 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (multiplying by multiples of 10) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving multiplying by multiples of 10, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
March (Week 2) *Topic 11 (Lessons 11-1–11-4)* **Solving two-step problems using the four operations** *Focus: How can diagrams and equations help us solve two-step word problems involving all four operations?*	***District-Provided Standards*** • 3.OA.D.8 - Solve two-step word problems, including problems involving money, using the four operations. Represent with equations using a letter for the unknown; assess reasonableness using mental computation and estimation, including rounding. (Order of Operations) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.OA.D — Solve problems involving the four operations, and identify and explain patterns in arithmetic. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.OA.D.8: Let's Investigate: Dog Supplies; Lesson 11-1, 11-2, 11-3, 11-4 ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-Mathematics: 3.OA.D.8 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.	***Students will be able to:*** • Draw diagrams and write equations to solve two step word problems involving addition, subtraction, multiplication, and division	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 11 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 11 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • Math Tools • Multiplication tables • Base ten blocks • Open Number Lines • counters • Grid Paper • Bar Models • Computers • Envisions Practice Buddies • Reflex • Frax • IXL • Khan Academy

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes	• Prodigy • Xtramath ***Assessment Components*** • Topic 11 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics) • Pre-teach and post key vocabulary for this unit (solving two-step problems using the four operations) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving solving two-step problems using the four operations, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
March (Week 3–5) *Topic 12 (Lessons 12-1–12-8)* **Understanding fractions as numbers** *Focus: How can we represent and read unit fractions and*	***District-Provided Standards*** • 3.NF.A.1 - Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a/b as a parts of size 1/b. • 3.NF.A.2 - Understand a fraction as a number on the number line; represent fractions on a number line diagram (2a: represent a unit fraction 1/b; 2b: represent a fraction a/b by marking off a lengths of 1/b).	***Students will be able to:*** • Read and write a unit fraction • Use a fraction to represent multiple copies of a unit fraction • Identify and create the whole by seeing a part • Represent fractions on a number line	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 12 Assessment	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 12 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
fractions on a number line?	• 3.NF.A.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size (3a–3d: recognize equivalence, generate simple equivalent fractions, express whole numbers as fractions, compare fractions with the same numerator or denominator). • 3.G.A.2 - Partition shapes into parts with equal areas; express the area of each part as a unit fraction of the whole. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.G.A — Supporting: Reason with shapes and their attributes. Confirmed against NJDOE's 2024 • 3.NF.A — Major: Develop understanding of fractions as numbers. Confirmed against NJDOE's 2024 ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.NF.A.1: Lesson 12-2, Lesson 12-8 • 3.NF.A.2: Lesson 12-4, Lesson 12-5 • 3.NF.A.3: Lesson 13-1 through Lesson 13-8 • 3.G.A.2: Lesson 12-1	• Represent fractions equal to or greater than one on a number line • Measure to the nearest half and quarter inch and show the data on a line plot	• Envisions Benchmark 1-12 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple.	• Teacher created resources • Math Centers • PBL • Fraction Pizza • Poster Making • Error Analysis • Math Tools • Fraction tiles • Fraction circles • Open number lines • Computers • Envisions Practice Buddies • Reflex • Frax • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 12 Assessment • Envisions Benchmark 1-12 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (understanding fractions as numbers) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving understanding fractions as numbers, then trade with a partner to solve.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
April (Week 1–4) *Spring Break = One Week* *Topic 13 (Lessons 13-1–13-8)* **Equivalent fractions and comparing fractions** *Focus: How can number lines and benchmark numbers help us find equivalent fractions and compare fractions?*	***District-Provided Standards (district's own Major/Supporting/Additional color-coding preserved)*** • 3.NF.A.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size (3a–3d: recognize equivalence, generate simple equivalent fractions, express whole numbers as fractions, compare fractions with the same numerator or denominator). ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.NF.A — Major: Develop understanding of fractions as numbers. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.NF.A.3: Lesson 13-1 through Lesson 13-8	***Students will be able to:*** • Find equivalent fractions that name the same part of a whole • Use number lines to represent equivalent fractions • Compare fractions with the same numerator or the same denominator • Use benchmark numbers to compare fractions • Use number lines to compare fractions • Use representation to find fraction names for whole numbers	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 13 Assessment • LinkIt Assessment Form C ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 13 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Fraction Pizza • Equivalent fraction kites • Fraction sorts • Error Analysis • Math Tools • Fraction tiles • Fraction circles • Open number lines • Computers • Envisions Practice Buddies • Reflex • Frax • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 13 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (equivalent fractions and comparing fractions) with visuals, cognates, and student-friendly definitions before Whole Group Instruction.	• LinkIt Assessment Form C

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving equivalent fractions and comparing fractions, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
May (Week 1–2) *NJSLA Week 2–4* *Topic 16 (Lessons 16-1–16-6)* **Solving problems involving perimeter** *Focus: How is perimeter related to and different from area, and how can we find an unknown side length?*	***District-Provided Standards*** • 3.M.C.6 - Solve real world and mathematical problems involving perimeters of polygons, including finding an unknown side length and comparing rectangles with the same perimeter and different areas, or the same area and different perimeters. (Additional — district color: Yellow) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.M.C — Additional: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.M.C.6: Lesson 16-1 through Lesson 16-6, Let's Investigate: Making Scenery ***Standards-Embedded Climate Change Content***	***Students will be able to:*** • Find the perimeter of different polygons (common and uncommon shapes) • Find the unknown length of a polygon using a known perimeter • Understand the relationship of shapes with the same perimeter and different areas and shapes with the same area and different perimeter • Understand and solve word problems involving perimeter	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 16 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 16 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Perimeter/Area City • Perimeter/Area Person • Error Analysis • Math Tools

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 2023 NJSLS-Mathematics: 3.M.C.6 carries the standards document's climate-change integration icon, denoting an opportunity to build this unit's word problems around a climate- or environment-themed context.		• Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures	• Grid Paper • Multiplication/Addition Tables • Computers • Envisions Practice Buddies • Reflex • Frax • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 16 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (solving problems involving perimeter) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., "I know ___ because ___" or "The ___ is ___ because ___." • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving solving problems involving perimeter, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
May (Week 3–4) *Topic 15 (Lessons 15-1–15-4)*	***District-Provided Standards*** • 3.G.A.1 - Understand that shapes in different categories may share attributes that define a larger category (e.g., quadrilaterals); recognize	***Students will be able to:*** • Identify quadrilaterals and describe them by their attributes	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 15

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
Reasoning with quadrilaterals *Focus: How do shapes in different categories share attributes that define a larger category?*	rhombuses, rectangles, and squares as quadrilaterals. ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.G.A — Supporting: Reason with shapes and their attributes. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.G.A.1: Lesson 15-1, 15-2, Let's Investigate: Shape Mobiles; Lesson 15-3, 15-4	• Classify shapes based on their attributes • Analyze and compare quadrilaterals and group them by attributes	Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 15 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review • Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material	• Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Math Tools • Tangrams • Shapes • Computers • Envisions Practice Buddies • Reflex • Frax • IXL • Khan Academy • Prodigy • Xtramath ***Assessment Components*** • Topic 15 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)*** • Pre-teach and post key vocabulary for this unit (reasoning with quadrilaterals) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment***	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Extend the Whole Group lesson by having students create and justify their own word problem involving reasoning with quadrilaterals, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	
May (Week 5) – June (Week 1–3) *Topic 14 (Lessons 14-1–14-9)* **Solving problems involving time, liquid volume, and mass** *Focus: How can standard units and representations help us estimate, measure, and solve word problems about time, volume, and mass?*	***District-Provided Standards*** • 3.M.A.1 - Tell and write time to the nearest minute and measure time intervals in minutes; solve word problems involving addition and subtraction of time intervals. (Major — district color: Green) • 3.M.A.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l); solve one-step word problems involving masses or volumes given in the same units. (Major — district color: Green) ***Cluster Emphasis (NJDOE 2024 Content Emphases)*** • 3.M.A — Major: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Confirmed against NJDOE's 2024 Content Emphases printable — matches the district's own color-coding for every standard cited here. ***enVision Mathematics (2024) NJ Correlation — verified*** • 3.M.A.1: Lesson 14-1, 14-2, 14-3, 14-9 • 3.M.A.2: Let's Investigate: Number Lines Everywhere; Lesson 14-4, 14-5, 14-6, 14-7, 14-8	***Students will be able to:*** • Show and tell time to the nearest minute using digital and analog clocks • Measure intervals of time in hours and minutes • Use clocks and representations to solve word problems using time • Use standard units to estimate and measure liquid volume • Use standard units to estimate and measure the mass of solid objects • Solve word problems about mass and liquid volume	***Whole Group Instruction:*** • Complete the Solve and Share Activity, Visual Learning, Guided Practices, certain problems from Independent Practice (for practice), and problem solving with learners. • OPTIONAL - Enrichment practice for learning who wants to push themselves • Topic 14 Assessment • Envisions Benchmark 1-16 Assessment ***Small Group Instruction:*** • Teachers use LinkIt assessment and exit tickets to group learners. Range from enrichment to below level with three groups. • Learners complete Independent Practice and Problem Solving pages independently • Meet with Teacher • Enrichment - Teaching future skills OR areas of struggle based on LinkIt Assessment • On Level - Reteach prior lessons to support misunderstanding • Below level - Reteaching and providing practice of skills not mastered • Center Games - Review	• Envisions Lesson Book Volume 2 • Envisions Workbook • Topic 14 • Savvas Realize Access • SmartBoard • Envisions Enrichment Pages • Pick a Project • enVision STEM Activity • Teacher created resources • Math Centers • PBL • Math Tools • Judy Clocks • Scales and Balances • Gram and kilogram pieces • Liter cups • Open number lines • Computers • Envisions Practice Buddies • Reflex • IXL • Frax • Khan Academy • Prodigy • Xtramath

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Tech Time (Reflex, IXL, Khan Academy, Xtramath, and Prodigy) ***Options for Modifications/Extensions*** • Basic, High, ELL, Special Education • Allow students to use number lines, calculators, and fact tables • Encourage the use of fingers if it improves accuracy when student is calculating • Check work immediately before giving more • Model the math problem using manipulatives • Frequently review and reinforce previously taught material • Have students draw pictures or diagrams of word problems • Try to keep oral directions concise and simple. • Establish eye contact as much as possible • Accompany verbal explanations with a visual demonstration whenever possible • When directions are complex, allow students to complete first several steps before giving more directions • Use a combination of visual and auditory directions, such as blackboard, overhead, flip charts or pictures • Provide ten frames and two color counters • Provide vocabulary cards: Even, odd • Students are allowed to use manipulatives on tests and quizzes ***ESL Accommodations (WIDA ELD Standard 3 — Language for Mathematics)***	***Assessment Components*** • Topic 14 Assessment • Envisions Benchmark 1-16 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Pre-teach and post key vocabulary for this unit (solving problems involving time, liquid volume, and mass) with visuals, cognates, and student-friendly definitions before Whole Group Instruction. • Provide sentence frames for explaining reasoning, e.g., “I know ___ because ___” or “The ___ is ___ because ___.” • Pair verbal/written directions with visual models (number lines, arrays, area models, or graphs as appropriate to the unit) during Whole Group and Small Group Instruction. ***Enrichment*** • Extend the Whole Group lesson by having students create and justify their own word problem involving solving problems involving time, liquid volume, and mass, then trade with a partner to solve. • During Small Group rotations, challenge students who have mastered the topic to explain a strategy two different ways or connect it to a previously learned topic.	