



3rd Grade Mathematics Resource & Pacing Guide Overview

...Putting it all Together!



Overview: The North Carolina Standard Course of Study for mathematics is listed in this column. It determines the curriculum and assessments for each grade level.

Students Should Be Able To: This section gives a detailed description of the concepts that are included for each objective in the NC Standard Course of Study. Broad-objectives leave many teachers questioning if they have taught all concepts that need to be covered. The detailed-descriptions promote comprehensive planning for teaching and assessing students.

DPI Strategies: These activities are designed for introducing math-concepts. They are kinesthetic in nature and promote a deeper understanding for each objective. Teachers are highly encouraged to introduce new concepts with these lessons before utilizing the textbook. In addition, these activities can be revisited for tutoring students.

Textbook: This column places the blended program to assure that instruction is aligned with the NC Standard Course of Study. To optimize understanding of concepts, the topics from *and/or* *and* the units from *Investigations* have been strategically placed. It is important to keep the standard course of study in mind when teaching the topics that are listed in this column. In rare cases you may discover an objective that needs additional attention for mastery.

Work By Work: This document was designed to be used as a pacing review. The column documents the number of times each objective is addressed in the Work By Work Essentials. Lessons 1-9 are designated to occur during the first quarter, lessons 10-18 during the second quarter, lessons 19-27 during the third quarter, and lessons 28-36 during the fourth quarter. These lessons can be revisited and adapted for additional review, tutoring, and/or assessing students.

Problem Solving Cards: All of these activity cards can be classified as problem solving and often times include more than one objective. If an objective is prominent, the card will be listed beside that objective; however, it may not be limited to that objective. These cards can be used to check the students' ability to apply concepts to demonstrate mastery. For students already proficient in a particular concept, these activities can be used to replace lessons that may be too low for advanced math students. Problem Solving Cards are available in three levels for elementary students. Set A is designated for first and second grade students. Set B is designated for third and fourth grade students. Set C is designated for fifth and sixth grade students. Teachers are encouraged to use the Problem Solving Cards above or below them for enrichment and/or tutoring purposes.

Math Stars: These activities are challenging! They promote reasoning skills through math concepts. Math Stars can be used to replace activities/problems that insufficiently challenge the top math students. Math Stars can also be utilized to facilitate math work, discussions about math, and math competitions. Teachers are encouraged to use Math Star activities from previous grade levels that reinforce the standard course of study and provide additional practice for all students.

Key Mathematics Vocabulary: The vocabulary, listed in this section, builds a foundation for understanding and mastering the NC Standard Course of Study for each grade level. Understanding these terms will facilitate math-discussions and math journals which promotes comprehension and mastery of the objectives.

Readers for Math Integration: The books listed in this column offer opportunities to integrate reading selections with math concepts. These books can stimulate a desire for students to utilize and master mathematical concepts. The reading selections reinforce the importance of math concepts in every day life. These short stories can be used as guided reading before or after the math concepts are taught.

Mcdougal School District Math Pacing

H Kauffman



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Middle School Math, Course 3 McDougal Littell Incorporated,2004 **Middle School Math, Course 1** McDougal Littell Incorporated,2004 Middle School Math, Course 2 Holt McDougal,2004 *Middle School Math, Course 1* Holt McDougal,2004 Windows on Teaching Math Katherine Klippert Merseth,2003-01-01 A practical hands on guide to improving the teaching of mathematics Provides a collection of cases that blend important mathematics content with the real complexities of school and classroom life *Middle School Math, Course 2* McDougal Littell Incorporated,2004 *Flying with NASA Connect* José Vásquez,2008 **The Best American Sports Writing 2014** Christopher McDougall,2014 The Best American Sports Writing gathers the very best from sports journalists from the past year **McGraw-Hill Directory and Almanac of Canada** ,1969 Curriculum Review ,1982 *Integrated Mathematics* Holt McDougal,1998 **California School Directory** ,1928 *The El-hi Market, 1978-1983* Dantia Quirk,1977 *Middle School Math* Holt Rinehart & Winston,2004 The HEP ... Higher Education Directory ,1997 **Princeton Alumni Weekly** ,1976

Combined Membership List of the American Mathematical Society and the Mathematical Association of America American Mathematical Society,1990 Lists for 19 include the Mathematical Association of America and 1955 also the Society for Industrial and Applied Mathematics **Publishers, Distributors & Wholesalers of the United States** R.R. Bowker company,2003 Monthly Supplement ,1941 *Patterson's American Education* Homer L. Patterson,1987

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web jul 16 2020 dok level 1 recall what is the knowledge who what when where dok level 2 skill concept how can the knowledge be used how can you arrive at the answer dok level 3 strategic thinking why does it happen the way it does how why could the knowledge be used dok level 4 extended thinking how else could you use

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web nov 2 2018 multiple choice questions can be written at a dok 3 or 4 level however to design a question in this format is difficult an item at dok level 3 or 4 requires complex reasoning strategic and extended thinking about the concepts of the content and a real world context and especially at a level 4 that requires research investigation and

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web sep 4 2014 dok levels are also not developmental all students including the youngest preschoolers are capable of strategic and extended thinking tasks what they look like will differ and what is level 3 to a kindergarten student may be a

level 1 task for a middle schooler all students however should have opportunities to do complex reasoning

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web dok 3 3 lafs 3 rl 1 2 recount stories including fables folktales and myths from diverse cultures determine the central message lesson or moral and explain how it is conveyed through key details in the text dok 2 4 lafs 4 rl 1 2 determine a theme of a story drama or poem from details in the text summarize the text dok 3

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web jan 13 2020 3 describe the 7 different types of quadrilaterals along with diagrams 4 discern the derivative of $f(x)$ 5 fill in the blanks with appropriate numbers x^2 3 dok level 3 connect the highlighted points and calculate the areas of all the triangles rectangles and squares that are possible

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web at dok level 3 the depth of knowledge questions for science should focus on a concept that has more than one possible answer at dok 3 students will design investigations around scientific questions evaluate models of engineering solutions justify conclusions based on experimental data with reasoning and evidence dok 4

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web level 3 strategic thinking requires reasoning planning using evidence and a higher level of thinking than the previous two levels in most instances requiring students to explain their thinking is a level 3 activities that require students to make conjectures are also at this level the cognitive demands at level 3 are complex and abstract

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web i've decided to expand upon my previous depth of knowledge matrix that helped make it easier to distinguish between depth of knowledge levels in mathematics while it is still useful it didn't cover every grade level and may be too broad in scope so i have made two new depth of knowledge matrices one for elementary mathematics and one for

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web sep 21 2015 writing allows us to assess the higher level thinking skills that are central to level 4 argumentative writing and prompts that ask students to synthesize information from multiple sources or works are great ways to get at level 4 dok skills in multi paragraph work students demonstrate synthesis and analysis of complex ideas or themes

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web dok 3 use information or conceptual knowledge two or more steps etc students have practiced these skills with assistance from kindergarten to second grade and on their own since third grade questions that lie at dok 1 necessitate only memorization and recall and so do not promote

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web if there is a question regarding which of two levels a standard addresses such as level 1 level 2 or level 2 level 3 it is appropriate to assign the highest level as the dok ceiling for the task but also provide opportunities at the lower dok levels as an instructional progression e g summarizing a text dok 2 before

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web dec 15 2016 social studies assessments particularly those written to test the history or economic related standards allow teachers to assess the full range of a student s depth of knowledge dok of the content area considering level 1 through 4 dok question stems for social studies can help teachers better pinpoint student understanding and where

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web aug 8 2022 level 1 dok despite a question s simplicity you can still provide your class with many activities having them finish a range of products depending on the question s purpose students can paraphrase a passage or chapter of a book outline and re iterate the main points of a recent lesson

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web dok 1 recall and reproduce dok 2 basic application of skills and concepts dok 3 strategic reasoning dok 4 extended reasoning the questions you can ask in each strand are easy to

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web description this circular poster is based on webb s depth of knowledge which provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content dok offers a common language to understand rigor or cognitive demand in assessments as well as curricular units lessons and tasks

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web apr 19 2019 they soon discovered that there weren t very many dok 4 questions those are really high level tasks some of them needed hints they noticed that there weren t any dok level 3 questions in kindergarten a lot of them had trouble deciding if the questions was a 2 or a 3

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web dec 3 2019 each column explores one of eight topics rounding adding 3 digit numbers subtracting 3 digit numbers multiplying multiples of ten fractions on a number line multiplying and dividing within 100 operations with time and area and perimeter you ll notice that the first problem in the column is traditional and familiar

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web dok level 4 extended thinking this is the most advanced stage of the depth of knowledge framework and involves students making a significant cognitive effort it encourages students to gather information from multiple resources to solve a specific problem it also motivates them to know the how and why of things

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web dok level 3 requires higher cognitive demands than the previous levels students explain justify thinking and provide supporting evidence for reasoning or conclusions drawn level 3 tasks typically require reasoning complexity developing a plan or sequence of steps and have more than one possible response or solution

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web 1 how will you plan to use this in your classroom during whole group or small group instruction and why 2 when do you see the need to use dok question level 3 and dok question level 4 in your classroom 3 looking at your content and standard s objectives create 3 4 questions using dok level 3 and dok level 4

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