

## Northpoint Horizons

### **CAVS (Content Academic Vocabulary System) Math – 3-5 Correlated to the Florida State Mathematic Content Standards**

Grade 3

This document provides a sampling of the extensive math directives offered throughout the *CAVS* program that meet the Florida Mathematics Content Standards.

<b>Math Content Standard</b>	<b>CAVS Math Grades 3-5 Teacher’s Guide Lessons</b>
<b>BIG IDEA 1: Develop understandings of multiplication and division and strategies for basic multiplication facts and related division facts.</b>	
MA.3.A.1.1 Model multiplication and division including problems presented in context: repeated addition, multiplicative comparison, array, how many combinations, measurement, and partitioning.	Lesson 3 – TG p. 13 <i>How do we count large amounts?</i>  Lesson 4 – TG p. 19 <i>How do we make equal groups?</i>
MA.3.A.1.2 Solve multiplication and division fact problems by using strategies that result from applying number properties.	Lesson 3 – TG p. 13 <i>How do we count large amounts?</i>  Lesson 4 – TG p. 19 <i>How do we make equal groups?</i>  Lesson 9 – TG p. 49 <i>How can math rules help you solve equations?</i>
MA.3.A.1.3 Identify, describe, and apply division and multiplication as inverse operations.	Students use math content vocabulary: <i>multiplication, factor, product, array, prime number, and multiples</i> to solve simple multiplication problems: Lesson 3 – TG p.13 <i>How do we count large amounts?</i>  Students use math content vocabulary: <i>division, dividend,</i>

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	<div data-bbox="1062 220 1892 282" data-label="Text"> <p><i>divisor, quotient, and remainder to solve simple division problems with and without a remainder:</i></p> </div> <div data-bbox="1062 289 1356 318" data-label="Text"> <p>Lesson 4 – TG p. 19</p> </div> <div data-bbox="1062 324 1535 354" data-label="Text"> <p><i>How do we make equal groups?</i></p> </div>
<b>BIG IDEA 2: Develop an understanding of fractions and fraction equivalence.</b>	
MA.3.A.2.1 Represent fractions, including fractions greater than one, using area, set and linear models.	<div data-bbox="1062 402 1356 431" data-label="Text"> <p>Lesson 5 – TG p. 25</p> </div> <div data-bbox="1062 438 1776 467" data-label="Text"> <p><i>How do you show that a number is not a whole?</i></p> </div>
MA.3.A.2.2 Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.	<div data-bbox="1062 472 1356 501" data-label="Text"> <p>Lesson 5 – TG p. 25</p> </div> <div data-bbox="1062 508 1776 537" data-label="Text"> <p><i>How do you show that a number is not a whole?</i></p> </div>
MA.3.A.2.3 Compare and order fractions, including fractions greater than one, using models and strategies.	<div data-bbox="1062 581 1356 610" data-label="Text"> <p>Lesson 5 – TG p. 25</p> </div> <div data-bbox="1062 617 1776 646" data-label="Text"> <p><i>How do you show that a number is not a whole?</i></p> </div>
MA.3.A.2.4 Use models to represent equivalent fractions, including fractions greater than one, and identify representations of equivalence.	<div data-bbox="1062 688 1877 717" data-label="Text"> <p>Students change improper fractions to mixed numbers:</p> </div> <div data-bbox="1062 724 1356 753" data-label="Text"> <p>Lesson 5 – TG p. 25</p> </div> <div data-bbox="1062 760 1776 789" data-label="Text"> <p><i>How do you show that a number is not a whole?</i></p> </div> <div data-bbox="1062 828 1919 857" data-label="Text"> <p>Students find equivalent fractions, decimals and percents:</p> </div> <div data-bbox="1062 863 1356 893" data-label="Text"> <p>Lesson 6 – TG p. 31</p> </div> <div data-bbox="1062 899 1724 928" data-label="Text"> <p><i>How else can you show less than one whole?</i></p> </div>
<b>BIG IDEA 3: Describe and analyze properties of two-dimensional shapes.</b>	
MA.3.G.3.1 Describe, analyze, compare and classify two-dimensional shapes using sides and angles – including acute, obtuse, and right angles – and connect these ideas to the definition of shapes.	<div data-bbox="1062 977 1367 1006" data-label="Text"> <p>Lesson 16 - TG p. 91</p> </div> <div data-bbox="1062 1013 1766 1042" data-label="Text"> <p><i>How do we describe shapes with straight sides?</i></p> </div> <div data-bbox="1062 1081 1373 1110" data-label="Text"> <p>Lesson 17 – TG p. 97</p> </div> <div data-bbox="1062 1117 1730 1146" data-label="Text"> <p><i>How do we describe shapes with three sides?</i></p> </div>
MA.3.G.3.2 Compose, decompose, and transform polygons to make other polygons, including concave and convex polygons with three, four, five, six, eight, or ten sides.	<div data-bbox="1062 1156 1367 1185" data-label="Text"> <p>Lesson 16 - TG p. 91</p> </div> <div data-bbox="1062 1192 1766 1221" data-label="Text"> <p><i>How do we describe shapes with straight sides?</i></p> </div> <div data-bbox="1062 1260 1373 1289" data-label="Text"> <p>Lesson 17 – TG p. 97</p> </div> <div data-bbox="1062 1295 1730 1325" data-label="Text"> <p><i>How do we describe shapes with three sides?</i></p> </div>
MA.3.G.3.3 Build, draw and analyze two-dimensional shapes from several orientations in order to examine	<div data-bbox="1062 1334 1394 1364" data-label="Text"> <p>Lesson 18 – TG p. 103</p> </div> <div data-bbox="1062 1370 1570 1399" data-label="Text"> <p><i>How do we draw different shapes?</i></p> </div>

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and apply congruence and symmetry.	
<b>SUPPORTING IDEAS: Algebra</b>	
MA.3.A.4.1 Create, analyze, and represent patterns and relationships using words, variables, tables and graphs.	Lesson 7 – TG p. 37 <i>What is a pattern?</i>
<b>SUPPORTING IDEAS: Geometry and Measurement</b>	
MA.3.G.5.1 Select appropriate units, strategies and tools to solve problems involving perimeter.	Lesson 12 - TG p. 67 <i>How do you measure flat shapes?</i>
MA.3.G.5.2 Measure objects using fractional parts of linear units such as $\frac{1}{2}$ , $\frac{1}{4}$ , and $\frac{1}{10}$ .	Students have opportunities to measure things: Lesson 10 - TG p. 55 <i>What do you use to measure things?</i>  Lesson 11 - TG p. 61 <i>How do you measure?</i>  Lesson 12 - TG p. 67 <i>How do you measure flat shapes?</i>
MA.3.G.5.3 Tell time to the nearest minute and to the nearest quarter hour, and determine the amount of time elapsed.	Lesson 15 – TG p. 85 <i>How long does it take?</i>
<b>SUPPORTING IDEAS: Numbers and Operations</b>	
MA.3.A.6.1 Represent, compute, estimate and solve problems using numbers through hundred thousands.	Students have opportunities to read and write whole numbers in <i>CAVS</i> lessons. They identify place value to hundred thousands, and round whole numbers to nearest thousand and ten thousand in: Lesson 1 – TG p. 1 <i>How can you put numbers in order?</i>  Students use the math content vocabulary: <i>addends</i> , <i>sum</i> , <i>number sentence</i> , and <i>equation</i> to calculate the sum of two whole numbers: Lesson 2 – TG p.7

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	<p><i>How do numbers tell a story?</i></p> <p>Students use math content vocabulary: <i>multiplication, factor, product, array, prime number, and multiples</i> to solve simple multiplication problems: Lesson 3 – TG p.13</p> <p><i>How do we count large amounts?</i></p> <p>Students use math content vocabulary: <i>division, dividend, divisor, quotient, and remainder</i> to solve simple division problems with and without a remainder: Lesson 4 – TG p. 19</p> <p><i>How do we make equal groups?</i></p> <p>Students use the commutative, associative, distributive properties to solve equations: Lesson 9 – TG p. 49</p> <p><i>How can math rules help you solve equations?</i></p> <p>Unit 24 – TG p. 139</p> <p><i>How can you solve problems?</i></p>
<p>MA.3.A.6.2 Solve non-routine problems by making a table, chart, or list and searching for patterns.</p>	<p>Lesson 7 – TG p. 37</p> <p><i>What is a pattern?</i></p> <p>Lesson 21 – TG p. 121</p> <p><i>Why do you need information?</i></p> <p>Lesson 22 – TG p. 127</p> <p><i>How do you compare information?</i></p> <p>Lesson 23 – TG p. 133</p> <p><i>Do you think it will happen?</i></p> <p>Lesson 24 – TG p. 139</p>

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<i>How do you solve problems?</i>	
<b>SUPPORTING IDEAS: Data Analysis</b>	
<p>MA.3.S.7.1 Construct and analyze frequency tables, bar graphs, pictographs, and line plots from data, including data collected through observations, surveys, and experiments.</p>	<p>Lesson 21 – TG p. 121 <i>Why do you need information?</i></p> <p>Lesson 23 – TG p. 133 <i>Do you think it will happen?</i></p> <p>Lesson 24 – TG p. 139 <i>How do you solve problems?</i></p>